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Report upon
the care of the
Feeble-minded in Ontario

1st (1906) - 6th (1911)

Mae Murchy

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Toronto
1907-1912



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REPORT

UPON

The Care of the

Feeble-Minded in Ontario

for 1906

1907

PRINTED BY ORDER OF
THE LEGISLATIVE ASSEMBLY OF ONTARIO



TORONTO

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THE CARE OF THE FEEBLE-MINDED IN ONTARIO.

SIR,—I have the honor to present, in accordance with instructions, such information in regard to the care of the higher grades of the feeble-minded as I have been able to get from the best available sources, and also a Preliminary Special Report on the Census of the Feeble-minded in Ontario, as a part of "the securing and compiling of such information as would enable the Government and the House to fairly judge the necessity for and value of provision for the care of feeble-minded women from fifteen to forty-five. This would, it appears to me, require the co-operation of the Asylum authorities and the municipal authorities as well, all of which I should expect would gladly co-operate. The work of providing such a home would involve considerable initial expense, which should be incurred only on data as complete as we could get together."

"The value of a census is at once apparent." (Extract from a letter of instructions from the Hon. the Provincial Secretary.)

What "Feeble Minded" Means.

There is in different countries some slight variation of meaning in the term "Feeble-minded." Thus the French include all degrees of mental defect under the one term "L'Idiotie," and the Americans similarly use the term "Feeble-minded" to include all suffering from mental defect in any degree whatever from the lowest grade of idiocy to the highest grade of the feeble-minded. On the other hand, the practice of British authorities is to draw a careful distinction between idiots and imbeciles on the one hand, and those merely feeble-minded on the other. The following terms are convenient and accurate for use:

Ament—One whose mind from birth has been defective.

The Aments may be subdivided into:

1. Idiots.
2. Imbeciles.
3. Feeble-minded.

The word "Idiot" is derived from the Greek and denotes one who has no share in ordinary public affairs. The term "idiot" indicates those persons in whom certain brain cells are lacking. No amount of training can raise them into reasoning beings. Disease or defect of the brain, either congenital or acquired during the development of the brain, is the cause of idiocy.

An imbecile is an idiot of a higher grade. Thus imbeciles may be taught to perform more or less automatic actions. They can feed and dress themselves and even do simple work which does not require the power of initiative. Where the condition is not absolutely congenital, but brought about by disease of the brain subsequent to birth, the term "imbecile" is usually applied.

The highest grade of aments, the feeble-minded, differs considerably from the other two grades. The feeble-minded are capable of useful work. They are also capable of profiting by training and instruction. It would seem as if they possessed certain brain cells in a state of quiescence, capable of some development or of some degeneration. Thus, time spent in teaching them to read, write, and cipher is largely wasted. But they can do farm-work, household work, washing, cleaning, knitting, sewing, weaving, sometimes lace-making. They can make clothes under supervision and with some help. Cleaning and polishing operations they are often expert at. What they cannot do is to manage their own affairs, far less take any share in directing

others, as all normal persons do. They lack the power of restraint and inhibition. The feeble-minded are difficult to define, but not difficult to recognize. They are below those of normal, though small, intellect, but above actual imbeciles and idiots. They are able to act and may speak fairly well, though usually more or less foolishly. They can partly, or even wholly, earn their living under supervision, but they are not capable of protecting and taking care of themselves out in the world at large. They lack prudence and self-control. They have not proper will or judgment. Hence we find them in maternity hospitals, refuges, gaols and poor houses. Thus I have seen and carefully examined in the course of this inquiry a young woman of 27 who can do a good day's work under direction. She does a large family washing in a day under direction. She is strong and willing and kindly in disposition, but she knows no better than to accept ten cents as her wage for a day's washing, and certain well-to-do farmers in this Province were not ashamed to pay her ten cents for her hard day's work. And her moral sense is on a par with her financial sense, the result of which is that she is the mother of four illegitimate children, the oldest of whom is in the Asylum at Orillia, the next two are evidently feeble-minded, and the fourth, an infant born the day before my first visit to the mother, is likely to be no better. This woman will always remain a child as far as any financial and moral control of herself and her affairs is concerned. In a home or institution where she would be safe from evil persons she could be usefully and profitably and happily employed and would be a burden on no one. As it is, she and her four children have cost the Province and benevolent citizens no small sum for maintenance already, and unless steps are speedily taken to prevent it, the number will increase and the cost in proportion.

Historical.

Though the Abbess Euphrasia (A.D. 335-395), and St. Vincent de Paul (A.D. 1576-1660) attempted to train idiots, it was really not till 1846 when Seguin published his great work "*Traitement moral, Hygiene et Education des Idiots et des autres enfants Arrieres*," that any attempt was made to attack earnestly the problem of these mental defectives. Dr. Edouard Seguin was one of the assistants of Itard, who in 1799 took a "wild boy" found in the forests of Aveyron and attempted to teach and train him. Though the efforts of Itard were not very successful, the efforts of Dr. Seguin had better results, and in 1838 he established a School for Idiots in the Hospital for Incurables at Paris. Dr. Seguin afterwards lived in New York City and carried on his work there, assisting to establish the first schools for Idiots in the United States.

Care of the Feeble-Minded in Great Britain—Special Classes.

The recognition of and provision for the higher grades of aments, the feeble-minded, was the next step. In England the guardians of workhouses were the first to begin this movement. They saw the need of custodial care for those workhouse girls who are evidently so mentally defective, and therefore morally weak, as to be in obvious danger themselves, and to be a danger to the community when they take their discharge, as they are allowed to do, at will. Homes for feeble-minded women and girls were opened by private benevolence in London (1887 and 1890) and Birmingham, (by Miss Stacey) in 1892. The Charity Organization Society and the British Medical Association took the matter up and a great interest was aroused in the subject.

Societies were established—the Lancashire and Cheshire Society for the Permanent Care of the Feeble-minded, the National Association for the Welfare of the Feeble-minded, the Society of the Crown of Our Lord, the National Union of Separate Schools, and the After-care Committees being the most important—the work of which increased the knowledge of the needs of the mentally defective classes, especially feeble-minded children, and impressed upon the public mind the dangers the feeble-minded were exposed to and unprotected from, and the danger and burden which the community and the nation were exposed to in the rapid increase of the feeble-minded and their tendency to swell the ranks of the unemployed, vagrant, degenerate and criminal classes. In April, 1892, the first “Special Classes” for mentally defective children in England were established in Leicester, and in July of the same year General Moberly, who will ever be remembered as the most prominently active friend on the London School Board that mentally defective children ever had, was instrumental in establishing these “Special Classes” in connection with the London School Board. There are now about 75 “Special Schools” or “Special Classes” in London alone, with an attendance of about 5,000 children.

It is in connection with these Special Schools in London, in 1894, that we have the first evidence of public attention in Ontario being directed to this matter.

Royal Commission Appointed—Visit to America.

Meantime by the efforts of private individuals, School Boards, and the above mentioned Associations, as well as by the feeling of the general public that the problem of the feeble-minded in Great Britain is assuming gigantic proportions and becoming a public danger, the attention of the British Government was directed to these matters, and an act was passed in 1899 enabling School Boards to establish special schools or special classes for the feeble-minded, and finally, on the recommendation of the Home Secretary, a Royal Commission was appointed by His Majesty the King, in August, 1904, to consider the existing methods of dealing with idiots and epileptics, and with imbecile, feeble-minded, or defective persons, not certified under the lunacy laws, and in view of the hardship and danger resulting to such persons and the community from insufficient provision for their care, training and control, to report as to the amendments in the law and other measures which should be adopted in the matter, due regard being had to the expense involved in any such proposals, and to the best means of securing economy therein.

The members of the Royal Commission as at first constituted were:—The Marquis of Bath, Chairman; Mr. W. P. Byrne, C.B., of the Home Office; Mr. Charles Hobhouse, M.P.; Dr. Frederick Needham, Commissioner in Lunacy and Ex-President of Medico-Psychological Association; Mr. Henry D. Greene, K.C., M.P.; Mr. Charles Chadwyck-Healey, K.C.; Rev. Harold Nelson Burden, Mr. W. H. Dickinson, Chairman of the National Association for Promoting the Welfare of the Feeble-minded; Dr. Charles S. Loch, Secretary of the Charity Organization Society; Mrs. Hume Pinsent, of Birmingham, Chairman of the After-care Committee of the Birmingham School Board. There were afterwards added Dr. H. B. Donkin, one of H. M. Commissioners for Prisons, and Dr. J. C. Dunlop, Inspector under the Inebriates' Act in Scotland and Medical Adviser to the Prison Commissioners, Scotland. The Marquis of Bath having resigned, the King appointed the Earl of Radnor to his vacant place.

This Commission, in September, 1905, appointed five of its number, viz.: Mr. W. P. Byrne, Mr. Dickinson, Dr. Dunlop, Dr. Donkin and Mrs. Pinsent to visit America and inspect institutions for the feeble-minded and report on them.

On the arrival of the Commissioners in America the following letter was addressed to the Chairman, W. P. Byrne, C.B., by the Honorable the Provincial Secretary:—

DEPARTMENT OF THE PROVINCIAL SECRETARY OF ONTARIO,
TORONTO, Oct. 30th, 1905.

“W. P. BYRNE, C.B.,
In care of Sir Percy Sanderson,
British Consul General,
New York:

DEAR SIR,—My attention has been called to the article published in the *British Medical Journal* to the effect that your Commission has been deputed to visit this Continent for the purpose of enquiring into the arrangements respecting such persons as might come within the terms of reference of your Commission. I have pleasure in extending to you a very cordial invitation to visit such of our institutions in Ontario as might best promote the objects you have in view. Our officials in charge of this work here would be delighted to meet your Commission and place themselves at your disposal.

Very truly yours,
(Sgd.) W. J. HANNA.”

The reply received to this letter stated that the Commissioners greatly regretted that they were unable to accept the invitation of the Honorable the Provincial Secretary, as they had no instructions to visit Canada. (The explanation is given below).

In accordance with a letter of instructions received on Nov. 23rd, 1905, I left Toronto on that day at 5.20 p.m. and spent three days in New York in conference with the Commissioners. Nothing could exceed the cordiality with which I was received and the kindness with which they gave me from the great store of valuable information possessed by the Commission and by each of its members. It should be mentioned that Dr. Dunlop, one of the Commissioners, had, on his own account, visited Toronto, as the Commissioners were travelling westward, and spent some hours in visiting the Infants' Home and The Haven in this city. Of his observations made in visiting these institutions he kindly gave me the benefit.

It is expected that the report of this Commission will be complete in three volumes, the first being mainly concerned with the English evidence taken from November 14th, 1904, to August 4th, 1905. The other volumes will contain an account of the visit of the Commissioners to America, the evidence for Scotland, and the evidence for Ireland. The complete report will probably not be ready for presentation to His Majesty and the Houses of Parliament until the end of 1907. It will then be the source of information on this subject.

I was informed by the Chairman of this Commission that on the appointment of this Royal Commission by His Majesty, letters were sent to all parts of the British Empire and elsewhere asking for information and assistance in regard to ascertaining methods and results of the care and control of the feeble-minded, and that the answer to this letter from Canada was in some three lines, of a purely formal character, and stated that nothing was done

for the feeble-minded in Canada, and that little or not interest was taken in the subject. Consequently, when certain of the Commissioners were deputed to visit the United States, they were given no instructions to visit Canada. I have endeavored to trace this extraordinary communication from "Canada," but so far unsuccessfully.

As instructed, I laid before the Commissioners all the information at our disposal, including the 37th Annual Report of the Lunatic and Idiot Asylums of the Province of Ontario, and other information already laid before the Government, such as the number of feeble-minded women in certain Maternity Hospitals, Refuges, Homes, and charitable institutions, January to June, 1905; and further, the opinions of a number of Ontario Educationists in regard to the number of feeble-minded children in the schools of Ontario and what should be done for them.

Summary.

The things impressed upon my mind by study of this subject for years and more immediately by conference with the members of the Royal Commission are:

1st. The serious and important nature of the problem of the feeble-minded. Of all the witnesses examined by the Commission, every one has taken a serious view of the matter. A general opinion is expressed that the number of feeble-minded in Great Britain is probably as great as the number of the insane—not less than 100,000, and that the problem should be dealt with by Parliament.

2nd. The favorable position occupied in this matter by this Province as compared with the older parts of the Empire. As the Commissioners put it in conversation: "Ontario has an opportunity to take a fresh start in dealing with this evil before it has grown too great to cope with it satisfactorily."

3rd. The number of mental defectives tends to increase, and there is not adequate provision to care for them. Existing institutions fail to reach milder cases of mental defect, i.e., the higher grades of the feeble-minded, though these higher grades on account of their numerous progeny and for other reasons, are more of a menace and a burden to the community than other feeble-minded persons.

4th. The function of "Special Schools" as a place of improvement and training for the feeble-minded, and also as a place of observation, a kind of "Sorting House." Home care is unsuitable for, at any rate, the majority of these cases, and special boarding-schools are urgently required in the interests of the individual, the family and the nation.

In Britain the feeble-minded children are, as far as possible, sent to the "Special Schools" established in Leicester, London, Birmingham and elsewhere, under the Act of 1899. So far, of these children in the "Special Schools" about ten per cent. become self-supporting or nearly so, thirty per cent. more might possibly be regarded, if they have very excellent home care, as having a chance to become fairly respectable citizens, but the remaining sixty per cent. cannot possibly be regarded as fit for anything but permanent custodial care in Homes with industrial colonies attached.

5th. The importance of having a census of the feeble-minded taken as a basis for action.

6th. The necessity of custodial homes for feeble-minded women and girls and the good results observed as a consequence of establishing such homes.

7th. It is possible to ascertain the cause of many, if not of all cases of mental defect, and if this knowledge were applied, the number of mental defectives would largely decrease instead of increasing.

There can be no doubt that feeble-mindedness goes hand in hand with moral weakness and physical weakness or at least a poor standard of physical health. Among other causes of feeble-mindedness are:

- 1st. Deficient nutrition in the early years of life. The brain is starved.
- 2nd. The employment of married women at the child-bearing period in factories, etc.
- 3rd. The marriage of relatives, e.g. cousins. The children are more often defective than the children of other marriages.
- 4th. Extreme age or extreme youth of the parents.
- 5th. A hereditary tendency to tuberculosis.
- 6th. Chronic alcoholism in one or both parents.
- 7th. Descent from a feeble-minded, criminal or insane ancestry.

These are not theories or conjectures. They are facts ascertained by the patient investigation and long experience of government officials, physicians, and others who have studied the problem of the feeble-minded, and been impressed with "the total inadequacy of the provision made for dealing with the enormous class of mental incapables who, not being certified lunatics, are unfit either to earn a livelihood or look after themselves or their affairs."—*The Lancet*.

Preliminary Report on the Census of the Feeble-minded in Ontario.

In preparing a census of the feeble-minded, I endeavored first of all to avail myself of the assistance of the large number of persons, both officials and private persons, who are known to be interested in this matter, especially Dr. R. W. Bruce Smith, Inspector of Hospitals and Public Charities; Dr. Beaton, Medical Superintendent of the Asylum for Idiots at Orillia; Mr. J. J. Kelso, Superintendent of Neglected and Dependent Children, members of the Local Council of Women and others.

To all these officials and others I beg to express my thanks for the very great assistance they have rendered. The municipal officials, the police authorities, the asylum authorities, as well as those in charge of hospitals, homes and charitable institutions generally, the officers and members of the National Council of Women, and of Benevolent Societies, as well as the educational authorities, have all expressed, by word and act, their sense of the importance of the Government's action, and their willingness to co-operate in any way.

The only Provincial institution for the care of the feeble-minded is the Asylum for Idiots in Orillia, which is one of the best known institutions in the Province, the site, a very beautiful one, extending over many acres and sloping down to the shores of Lake Couchiching. The site is well adapted to the work of the institution. A beautiful grove and extensive lawns add to its attractiveness and suitability as a permanent residence for those who by reason of their great and irremediable disabilities, can enjoy not many pleasures. This magnificent site was selected years ago by the present superintendent. Some of the higher grades of feeble-minded are confined here because there is nowhere else that they can be sent.

As to separate provision for the higher grades of the feeble-minded it would seem that the first public attempt in this direction in Ontario was made in 1894. In that year Mr. James L. Hughes, Inspector of Public Schools for Toronto, was in London, England, and took occasion to visit

the "Special Schools" then just established. He saw some 400 children who were in attendance at these schools. On his return to Toronto he interested Dr. Fisher, the Chairman of the Toronto Public Schools, in the matter, and the Chairman and Inspector visited all the Toronto Public Schools during the autumn of 1894 with a view to ascertain how many mentally defective children were in attendance. They found about 20, and it was not thought that this was a large enough number to warrant the establishment of a "Special Class" for the feeble-minded.

In 1897, Dr. A. M. Rosebrugh, Secretary for Ontario of the National Conference of Charities and Corrections, wrote to the National Council of Women of Canada, then assembled in their fourth annual meeting at Halifax, asking the co-operation of the Council in making enquiries regarding the number of unmarried women in each Province under 40 years of age who are either idiotic, semi-imbecile, weak-minded, or who from any cause are incapable when at large of taking care of themselves. In answer to this request a committee was appointed to make enquiries and report at the fifth annual meeting held in Ottawa in 1898. The committee reported accordingly the result of their labours at length, including the following estimate of the number of such women in each Province as follows:—

Manitoba	5
Assiniboia	4
P. E. Island	2
Quebec	39
New Brunswick	150
Nova Scotia	135
Ontario	900

A similar committee has been appointed by the National Council of Women from year to year. In 1899 the following resolution was passed:—

RESOLVED. That in accordance with the suggestion of the Standing Committee upon "The care of feeble-minded Women," the National Council do petition the various Provincial Governments, asking them to conduct a careful investigation into the matter in the several Provinces. Be it further resolved that a deputation of members of the several Local Councils, with the several Provincial Vice-Presidents as Conveners, do wait upon their Provincial Governments to press the importance of the matter upon them."

In 1901, the committee again reported, emphasizing the necessity of enlightening the public about this evil, and at the suggestion of the National Conference of Charities and Corrections, and with the approval of the Ontario Government, Mrs. Evans of Hamilton, Convener of the Standing Committee, and Mrs. Willoughby Cummings, Secretary of the National Council, visited the institutions for the care of the feeble-minded at Rome, Syracuse, and Newark, New York State, and also at Orillia in Ontario, and a similar report was submitted at the annual meeting in 1902. On May 20th, 1903, a large deputation from the National Council, the Prisoners' Aid Association, the Associated Charities, and other organizations waited upon the Honorable G. W. Ross, Premier of Ontario, and the Honorable J. S. Stratton, Provincial Secretary, to present a largely signed petition from citizens of the Province of Ontario, requesting that provision should be made for the custodial care of feeble-minded women. The Premier and the Provincial Secretary both agreed as to the wisdom of the request, and promised to do what was possible to carry the same into effect.

The committee appeared again at the annual meeting in Winnipeg in 1904, reporting progress, and once more in 1905, at the annual meeting in Charlottetown, and in November, 1905, another large deputation including representatives from all parts of the Province, waited upon the Premier, the Honorable J. P. Whitney, and the Provincial Secretary, Honorable W. J. Hanna, to lay this matter before them. In June, 1906, the Honorable, the Provincial Secretary gave instructions to proceed at once with the taking of a census, and the first step was the issuing of the following letter. It was sent to officers of those associations who had already petitioned the Government, also to all municipal officials, police authorities, Governors of Gaols, Superintendents of all Asylums, Hospitals and Charitable Institutions, officers of the Children's Aid Societies, City Missionaries and Deaconesses, officers of Benevolent Societies, Educational Authorities, and private persons who were known to be interested, and others. In all about 3,000 letters were sent out, and a large number of replies have been received.

DEPARTMENT OF THE PROVINCIAL SECRETARY. ONTARIO.

Confidential.

Re Care of the Feeble-Minded

TORONTO, June 13th, 1896.

MY DEAR ———, —The Government of Ontario has received numerous petitions and requests for better provision for the care and control of the feeble-minded in this Province, who have not been certified to as insane or idiots, and yet are not able to protect themselves. Imbecility and heridity are known to be the most prolific of the causes of pauperism and crime. It has been determined to undertake a complete enumeration of such feeble-minded persons.

I am, therefore, instructed by the Hon. W. J. Hanna, Provincial Secretary, to ask your assistance in this matter, and respectfully request that you will forward to me at your earliest convenience the names and addresses of any such feeble-minded persons known to you and any further information in reference to this matter which you may deem of importance.

Any information you may be pleased to give me will be regarded as confidential.

I have the honor to remain,
Your obedient servant,
HELEN MACMURCHY.

Please address reply:

Dr. Helen MacMurchy,
133 Bloor St., East.
Toronto.

Results of the Census.

In all, the names and addresses of 1,385 feeble-minded persons have been thus obtained from responsible officials, either by letter or interview, frequently by my own examination of feeble-minded persons reported to me.

No. of women	676
No. of girls	183
No. of men	418
No. of boys	108

1,385

This number is exclusive of school children as reported. See below. No doubt the fact that this enquiry was first set on foot in connection with the number of mentally defective women and girls in the Province may, to some extent, explain the proportion in the above figures. I have, however, reported all whose names were given to me by responsible officials and others well qualified to judge. In some cases the ages were given. Of 258 women where the age was given,

- 66 were between 16 and 20 years
- 101 were between 20 and 30 years
- 44 were between 30 and 40 years
- 29 were between 40 and 50 years
- 10 were between 50 and 60 years
- 8 were over 60 years.

Of 67 girls where the age was given—

- 20 were under seven years

- 47 were between 7 and 16 years.

Of 104 men where the age was given—

- 24 were between 16 and 20 years

- 37 were between 20 and 30 years

- 19 were between 30 and 40 years

- 15 were between 40 and 50 years

- 6 were between 50 and 60 years

- 3 were over 60 years.

Of 35 boys where the age was given—

- 18 were under seven years

- 17 were between 7 and 16 years.

The above figures do not include any allowance for such vague statements as "a large number," "many," &c., &c.

Urgent Cases—Home Care Inadequate.

It is manifest that these returns are not yet complete, and also require to be sifted and classified. [Since beginning to write this report sixty-one additional interviews and letters have been added, and some long lists have been received, none of which are included in the above figures.] There are, among the answers received, 43 special and urgent appeals for certain cases, in which it is felt that something should be done at once. The number of these urgent cases, so reported, is 121. These are all feeble-minded women and girls. In 48 cases the remark is made that these feeble-minded persons are well cared for, but in other cases even the best of home care is realised to be insufficient. E. G. File No. 112, Special Case, Girl of 19. A recent occurrence has impressed upon her father the fact that he cannot supervise her or give her the protection at home that is necessary. Able and willing to pay, he asks "Do you know of any institution, public or Church, where good but weak-minded girls could be trained, if possible?"

In a good many cases these mentally defective persons are in homes, and are sometimes very well cared for. A number of letters

express great anxiety as to their fate when the home is broken up. Quite a number are kept as maids and workers under supervision in Government and charitable institutions. This also is often a good arrangement. They are placed as inmates in the Haven, Toronto, and similar institutions throughout the country, where the authorities feel that they dare not let them out, and yet it is a great detriment to the work of the institution and the other inmates to keep them. In the Industrial Refuge, Toronto, where 24 out of 36 inmates are at present more or less feeble-minded, they are well and permanently taken care of and usefully employed. This institution is filled to its utmost capacity. In the Home of the Good Shepherd at Toronto, a large number of mentally defective women and girls are permanently cared for, and are also successfully employed.

The Houses of Refuge.

It is quite different in the Houses of Refuge, where there are a large number of feeble-minded. My returns so far, which are by no means complete, give the names of 126 such persons in the Houses of Refuge or Poor Houses. In addition, 58 are now, or have recently been, in gaols, and 114 have been, during the last few years in the Mercer Reformatory, and from these places they come and go, each time coming back worse and more degraded, and there is at present no way to prevent the very great evils that constantly arise. Three examples among many are given below.

From a small town.

"There are two feeble-minded girls in the House of Refuge now with babies a few months old, according to rules they must stay a year and take care of the babies, then the girls are let go, perhaps to come back again before the year is out."

From the Governor of a gaol.

"I am decidedly opposed to the practice of sending feeble-minded persons to the gaol as has been done hitherto. I think it is barbarous and inhuman, and I am glad that the present Government have taken steps to partially remedy this state of things."

Visit to Rescue Home at ———, File No. 209.

"Have at present five girls, ages 30, 27, 22, 19 and 18, who are feeble-minded." One feeble-minded girl was admitted only four weeks before my visit with twin babies, both girls, (illegitimate, a few weeks old). The Superintendent has not room for these girls, and cannot well keep them, but feels that she cannot send them out, as they are not able to protect themselves. She "wishes there were any place where they would be cared for and kept from further harm."

Descendants of The Feeble-Minded.

In six cases special attention is drawn to consanguinity in the parents as a cause of feeble-mindedness in the children. In 158 cases the feeble-minded person mentioned is related closely to some other feeble-minded person also mentioned.

Of the numbers reported above it was stated that 8 of the men were married, and 71 of the women. Several of these who have written to the Department express themselves strongly on this serious matter. *e.g.*, Case of H. R., File No. 425. "Parents insisted on taking her out of the institution where she was, in order to marry her to a man who was 'not very bright.' In two years returned to the same institution asking for admission with her

child, also feeble-minded." The Superintendent of the Institution expressed himself as being of opinion that this marriage was a crime.

"Relatives should not be allowed to marry, as this seems a very great source of evil, and the issuing of Marriage Licenses should be left to the magistrates of the land. Idiots marrying is sure to bear its fruits." Township Clerk.

"Yours received this a.m. *re* feeble-minded. I am very much pleased to see that the Provincial Government are going to take steps in that direction, as it seems there is no place for these poor unfortunates except the County Gaols. We have one of such. We at first sent him to ———, but they let him go saying it was not a suitable place for him. He then wandered about the country, was arrested as a vagrant and sent to Gaol in Toronto, from there back here. We then had him arrested under the same charge, and he is now in ——— Gaol. His parents are living, neither very bright. This man has a wife, not much better than himself, and one child. I think a man who issues a license, and a Minister who marries people like these, should be prosecuted, as it peoples the world with a very undesirable class, and yet no fault of their own. Anything I can do to help on the work I will gladly do."

The marriage of such feeble-minded persons brings about such terrible consequences as are related in the next few cases.

Application from the County Attorney of ——— to admit to Orillia.

A family, 17 in number, all descendants of one feeble-minded woman, all of whom are idiotic or feeble-minded and all illegitimate. Several were admitted to the Asylum at Orillia.

File No. 507. The B. family, three generations, consists of—
Grandparents—both over 70.

Parents—two daughters; elder married, has 4 children; younger married, has 5 children.

"This whole family are feeble-minded, and the Clergyman who married these two daughters should have been sent to prison." Opinion of the Police Magistrate.

The records at the Asylum at Orillia show the same thing. Number of inmates at present in the Asylum who are related to other inmates, at present in the Asylum.

Two of the same family, 18 times
Three of the same family, 9 times
Four of the same family, 2 times
Five of the same family, 2 times.

Total, 81 inmates are relatives of other inmates. We have a case here of a mother P.S. and her son J.S. Another A.R. and her son F.R., and one E.H. and her daughter V.H. Then we have one J.B. and her daughter W.B., and the history says that this mother gave birth to 8 illegitimate children. In nearly every case where there are two or more feeble-minded members of one family, the history of either one parent or the other is bad, showing that heredity has a great deal to do with feeble-mindedness. A. H. Beaton, Medical Superintendent.

The P. Family. Mr. J. J. Kelso, Superintendent of Neglected and Dependent Children for the Province of Ontario, to whom I am indebted for much valuable assistance, drew my attention to this case. It is a dreadful case. In April 1895, Mr. Kelso was asked to take charge of a neglected, dependent, illegitimate and feeble-minded child, E.P., then in the Industrial Home at ——— with her mother, S. P., who was an inmate of the same institution, and was also feeble-minded and illegitimate. On January 30th.

1897, Mr. Kelso discovered that a child, W. B., feeble-minded and illegitimate, whom he was asked to take charge of was the grandson of S.P. mentioned above. This boy is now in the Orillia Asylum. Finally, on May 3rd, 1906, Mr. Kelso found that a family of neglected children living in another place were also grandchildren of S.P. The history of this P. family was then investigated as fully as possible and may be briefly stated thus:

About thirty years ago there was in the Poor House at ——— a feeble-minded woman named S.P. She was able to do a good day's work, and she can do a good day's work still at the age of between 50 and 60. She was allowed to leave the Poor House and come back at her own will. Her history is mixed up with the history of at least three evil men. She was no more able to protect herself than a child. The consequence is that to-day, instead of one feeble-minded person, the Province has at least twelve such persons—this woman, her seven children, and her four grandchildren—every one, including the mother, illegitimate and all feeble-minded. Such a case as this needs no comment, but it may be pointed out that if S. P. had been cared for as a ward of the Province years ago, it would have saved the Province thousands of dollars.

Mentally Defective Children in Schools.

Sufficient time has not yet elapsed for the educational authorities to make anything like complete returns. But there are a number of teachers and others in Ontario who have been thinking of this problem for years, as the following letters will show.

"1. In my work of teaching here I have several times come in contact with feeble-minded children, and I invariably found that they were clever mechanically, as clever as the other children and sometimes much more so.

Do you not think that these children should be taken from the regular classes in the public schools where they are only a drag and where they feel their incapacity most keenly and be given special instruction along mechanical lines—wood carving, modelling, &c., so that they might develop and so enter into a larger life through what might be said to be the only possible door of entrance for them?"

"2. I greatly wish something could be done to provide suitable training for such unfortunates (children lacking mentally). They get little good in school—sit moping and brooding over what little they know, but learn very little."

"3. I have the names and ages of 15 such persons (feeble-minded) among my schools, all unable to learn, one 16 years of age and some quite young, 4, 6, 7, 8, most of these are not unruly. A few are very much so, and a source of much trouble and delay in the schools where I found them. There is in the common school no opportunity for care and training such as they need. The Province needs not merely places of confinement for these unfortunates but much more places where expert training, tender sympathy and loving patience can be given to every one."

"4. I have been teaching for the past 7 years, and during that time have had 4 or 5 children who have been as you describe (feeble-minded). I feel strongly that there should be some special place provided for such children."

I have received detailed reports from three School Inspectors that in their districts there are 119 children who, in the opinion of the teachers, are feeble-minded. The experience of other investigators shows that this statement is not likely to be far wrong. Taking this as a basis of calculation, it would show that there is a considerable number of feeble-minded children

in our Ontario Public Schools to-day. And there is no doubt that if compulsory school attendance were really enforced, a larger number of such children would be found.

Public Opinion.

It is evidently the mind of the people of this Province that something should be done for the feeble-minded, and for the protection of the community from evils already referred to. Our present policy, resulting in such terrible consequences, for which we are responsible, as the history of the P. family shows, no one approves of. Besides the petitions presented to the Government for years, a large number of competent persons holding important official and other positions have so expressed themselves in writing to the Department. A few of these may be given.

From a Municipal Official.

"1. I sincerely hope the Government of Ontario will do something for the feeble-minded in this Province. It will reflect great credit upon them if they do."

From a Police Magistrate.

"2. We are heartily in sympathy with this movement, and will at any time be quite willing to furnish you with all the assistance in our power."

From a Municipal Officer.

"3. I consider this very matter of vital importance. No doubt our state will sooner or later have to care for such."

From a Municipal Officer.

"4. Our Municipal Council fully approve of the steps being taken by the Ontario Government in the direction intimated."

From a Municipal Officer.

"5. I am pleased to find that at last attention is to be given to the class of persons referred to, and any information or assistance I can give will be always at your disposal. It is a subject that has been neglected far too long."

From Private Citizens.

"6. In reply to your circular would like to say that I think there is a crying need for a Home or Institution of some sort for the care of the feeble-minded."

"7. I believe it would be in the interests of the public if all such persons were properly cared for."

"8. I have long thought that something was required for that class."

"9. I would be glad to do anything in my power to aid the work of caring for these unfortunate members of society. I have too often seen the awful results of allowing them to drift at large."

SUMMARY.

In summing up the results shown by this preliminary report it becomes clear that we have to deal with four classes of feeble-minded persons.

1. There are first of all habitual offenders, men and women who are never out of the gaol or the Mercer for more than a few months at a time. They now belong to the Criminal Class, and probably the reason that they belong to the Criminal Class is that they are feeble-minded. What can be done for them? The indeterminate sentence is the only solution. No one would be-

lieve, who had not personally visited the Mercer and carefully examined each inmate separately, what a very large proportion are distinctly and marked feeble-minded.

II. We then come to those who are not criminals—those girls who are constantly found in Maternity Hospitals, Infants' Homes, the Haven, the various Refuges, &c. These are all mothers. It should be required of all Superintendents of Maternity Homes and Hospitals, of all Poor Houses, Refuges, and other Charitable Public Institutions to report at once to this Department the admission of any feeble-minded woman in this position. Someone should be appointed to act for the Government and manage the affairs of the feeble-minded as the Official Guardian manages the affairs of infants, investigating each case and taking means to lessen the great, and at present, fast increasing burden of the mentally defective. If there were a Home where such persons could be taken care of and where they could work, their labour would render the Home nearly self-supporting and they themselves would be happy and safe, and the problem of the next generation would be solved to a large extent.

III. Then there are such cases as the young girl of 19 mentioned above. "Good but weak girls" should be classified by themselves in a separate department. In many cases their friends would pay for their maintenance. It is obvious that a Home for feeble-minded women is required by the Province in the best interests of the community and of these women themselves.

IV. Finally, Where were these feeble-minded persons thirty years ago? Where are the children who will fill their places thirty years hence? In our schools. Now is the time to take hold of these mentally defective children and make something of them, and for the 60 to 90 per cent. that will not be able to live in the world at large without becoming degenerate, unemployable, criminals, and alas, the parents of children still more mentally defective, degraded and dangerous than themselves, special schools and classes and permanent care afterwards are urgently required.

I have the honour to remain,

Your obedient servant,

September 30th, 1906.

HELEN MACMURCHY.

To the Hon. W. J. HANNA, M.P.P., Provincial Secretary.

REPORT

UPON

The Care of the Feeble-Minded in Ontario *for 1907* 1908

PRINTED BY ORDER OF
THE LEGISLATIVE ASSEMBLY OF ONTARIO



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1908

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TORONTO.

To the Hon. W. J. Hanna, Provincial Secretary for Ontario:

SIR,—I have the honor to present a Second Report on the number of the Feeble-Minded in Ontario, and also the results of an enquiry made into their history and present condition, as a basis for determining, with due regard to efficiency and economy, the best method of caring for such feeble-minded in this Province.

Since the date of the Preliminary Report a large number of additional cases have been seen by me, or brought to my attention by others. The figures now stand as follows:

CENSUS OF THE FEEBLE-MINDED IN ONTARIO.

To September 30th, 1906.	To January 31st, 1908.
Number of Women..... 676	809
Number of Girls..... 183	219
Number of Men..... 418	447
Number of Boys..... 109	135
Number of Children in School, 119	150
Total.....1,505	1,760

In accordance with instructions received from the Hon. the Provincial Secretary and in order to obtain more definite information as to these cases, the following letter was issued:

DEPARTMENT OF ASYLUMS AND PUBLIC CHARITIES.

CARE OF FEEBLE-MINDED.

PARLIAMENT BUILDINGS,

TORONTO, December, 1907.

DEAR SIR,—With further reference to confidential information previously received respecting the feeble-minded, you are earnestly requested to fill up the subjoined Report and return the same to me, so that the fullest information may be laid before the Legislature on this subject.

Yours very respectfully,

HELEN MACMURCHY.

Name; Age; Sex
 Religion; Married or Single; Name of husband
 P.O. address of person; County
 City, Town, Village or Township; P.O. address of husband
 Which of the following terms best describes the mental state:—Idiotic, Imbecile, Simple,
 Feeble-minded, Fair, Good. (*Erase all terms but one*).
 With whom is the person living and give P.O. address
 State whether the person is well cared for
 What work can the person do
 Can the person read and write
 Has person ever been in any County House of Refuge, Hospital for the Insane or
 Idiotic, General Hospital or other Charitable Institution. If so, state when and
 where, length of residence therein and number of times admitted. (*This information
 is most important and should be given fully*).

 Has person children; If so, how many
 Boys and ages; Girls and ages
 Which of the following terms best describes their mental state;—Idiotic, Imbecile,
 Simple, Feeble-minded, Fair, Good. (*Please give particulars of each child fully*).

 By whom are children cared for and give P.O. address, and if in Public Institution,
 state length of residence

 The name of the person most familiar with the history of the case is
 P.O. address

Signature.

This letter is not, of course, applicable to the circumstances of every case mentioned by those who have favored the Department with their assistance and co-operation. In the case of children, the majority of the questions do not apply, nor do they in the case of young persons living at home. Excluding all these, and others as far as possible, who are not within the terms of reference of the present inquiry, there has been received more or less definite information regarding 612 persons, distributed as follows, as to present residence, over the counties of Ontario:

Brant	27	Nipissing	1
Bruce	4	Norfolk	22
Carleton	7	Northumberland	21
Durham	13	Oxford	15
Dufferin	1	Ontario	7
Elgin	7	Peel	3
Essex	5	Parry Sound	5
Frontenac	9	Perth	5
Grey	2	Peterborough	7
Halton	9	Prince Edward	5
Hastings	21	Renfrew	2
Huron	9	Simcoe	27
Kent	19	Victoria and Haliburton	7
Lambton	19	Waterloo	17
Leamington	2	Wellington	17
Lennox and Addington	2	Welland	15
Lincoln	4	York	240
Leeds	8		
Middlesex	19		612
Muskoka	9		

About one thousand copies of the above letter were issued, and the number of returns received may be regarded as encouraging. It may be mentioned that the larger number of women and girls reported is probably accounted for by the fact that the enquiry was at first undertaken in regard to feeble-minded women from fifteen to forty-five. (It seems however, that the number of feeble-minded boys born is larger than the number of feeble-minded girls born, in the proportion of three to two. This, at least, seems to be the opinion of experts in other countries). The relatively large number from York County and Toronto is partly accounted for on the basis of population. According to the census of 1901, York County and Toronto contained twelve and a half per cent. of the total population of Ontario. Besides, since 1901 the movement of population toward the city has increased, and this is very evident in persons belonging to the higher grades of the feeble-minded. They inevitably tend to drift to cities and towns. Again, in the Andrew Mercer Refuge, the Toronto hospitals, and in all the charitable institutions of Toronto, there are always many inmates who do not belong to Toronto or York County at all, but may come from any county in the Province. This is especially the case in the Maternity Departments of the different hospitals, where we find so many feeble-minded. Finally while the time at my disposal did not permit me to visit as many places in Ontario as I wished, I have been able for the past three years, to carry on the work of investigation into cases in Toronto and York County almost daily, visiting the Institutions there frequently, and it is well known that to obtain information of any value about the feeble-minded, personal investigation as well as personal interest and sympathy are indispensable. The history of the cases must be followed through a period of years, and from Chief Inspector Archibald of the Toronto Police Force, Mrs. O'Sullivan, Superintendent of the Andrew Mercer Refuge, Miss Sanderson and Miss Brooking, the former and the present Superintendent of the Haven and Prison Gate Mission, Mrs. Jordan of the Infants' Home, Mr. J. J. Kelso, Provincial Superintendent of Neglected and Dependent Children and members of his staff, as well as from the officials of the different hospitals and other Institutions, information has been obtained which otherwise it would have been quite impossible to get and which puts us into possession of the facts of the situation, so far as Toronto is concerned. I have again to express my sincere thanks to hundreds of citizens throughout the Province who forwarded to the Department a great deal of valuable information to obtain which they must have expended much time, energy and tact.

GENERAL SUMMARY OF THE INFORMATION RECEIVED.

The information requested in the letter referred to above falls naturally into the following divisions:

1. The care given to the feeble-minded in Ontario at the present time.
2. The work that they can do.
3. The degree of education they possess.
4. Their history in relation to maintenance in Government or Charitable Institutions, *i.e.*, What have they cost the Province?
5. Their offspring.

THE CARE GIVEN TO FEEBLE-MINDED PERSONS AT THE PRESENT TIME.

With the exception of those who are in Institutions, the care is not at all satisfactory. In only 128 cases is it stated that the home care is good, and even in these cases a remark is often added indicating that the home care is not really satisfactory or not likely to continue. In one sad case the mother of a feeble-minded girl of 14 is the victim of an incurable disease, and though admission has been obtained for her at the Hospital for Incurables, Toronto, the poor mother cannot avail herself of the comfort and care provided for her in that Institution, because there is no one else to care for the daughter, and we have no Institution in which she can be placed. What will become of her when the mother is gone?

Sooner or later the large majority of feeble-minded persons are supported by the State. In the first place most of them have never had a good home or good parents. It is well known that heredity is the most important single factor in the maintenance and increase of the proportion of feeble-minded in the community. It requires no argument to show that the feeble-minded child of feeble-minded parents will inevitably drift to one or other of the Charitable Institutions. The following case came to light recently. A feeble-minded girl, aged about 22 years, had got married to a man also feeble-minded, and within a year or two was brought back by the police to the Charitable Institution of which she herself had formerly been an inmate, with her baby, because she was so feeble-minded as to be absolutely incapable of taking care of the child. The only difference between this case and the average case is that in the average case the parents of the feeble-minded child are frequently not known. Sometimes the mother is, but the father not often. In a small number of cases, the feeble-minded person has a good home and good parents, who will make great efforts to care for him or her at home, thus sacrificing the best interests of themselves, the other members of the family *and of the feeble-minded son or daughter too*. One cannot but admire and reverence the parental affection which leads them to do this, yet it is mistaken kindness. The effect of a feeble-minded child on the normal child is not good. Besides, social life must be sacrificed. The family must be almost isolated. The time that the mother should be able to give to the other children is almost all taken up with the constant care necessary for the feeble-minded one, and the others are neglected. And this care must continue, not for ten years or so, as in the case of the normal child, but for perhaps fifty years or more. There are few homes secure enough to outlast two generations. When the parents are gone, the next generation cannot often give the permanent and constant care that the feeble-minded require. This permanent shelter and security can only be given in an Institution. It is one of the duties of the worker for the feeble-minded to make this fact clear.

2. THE WORK THAT THEY CAN DO.

Of the whole number only thirty-nine are not said to be able to work. The majority can do housework, laundrywork, sewing, knitting, occasionally fancywork, farm and garden work, etc., and in many instances are called "good workers," "neat," "clean," etc. This is encouraging, but nothing like what it would be if these persons had been trained in early life. Those who could learn such employments could learn more. One of the principles we can depend on in dealing with the feeble-minded person is that a feeble-minded person can do almost any ordinary work that a normal person can

do, *if under constant supervision*. But to do this the Feeble-minded person's powers must be trained in the only possible way, i.e., through manual training and education. A feeble-minded woman, aged thirty, was admitted a few weeks ago at the request of one of the members of this House to a Charitable Institution in Toronto. She had been the sole charge of an older sister who had been more than a mother to her. From babyhood to the age of thirty this sister had dressed her, done everything for her, watched her, etc. She could do nothing for herself. Yet she was perfectly capable of dressing herself and soon learned to do it under the nurse's direction, being quite happy in her new accomplishment. Her feeble powers had never been developed because they were below normal. In an Institution for the feeble-minded, each inmate feels that he or she is among equals. It is a world of its own and of their own. Here they can be taught self-respect. The better ones become leaders and develop themselves and others. Useful and remunerative employments may be followed by all who are in the higher grades of the feeble-minded, and it must never be lost sight of that many of them may become, in such a training institution, self supporting, as long as they remain in the shelter and under the parental supervision that such a permanent home affords.

3. DEGREE OF EDUCATION.

Many of the feeble-minded can read and write. They never do either really well, but sufficiently well to write a letter and often to read for their own pleasure and profit. 244 of the whole number 612 can read and write. 24 can read but cannot write, and the remainder can neither read nor write. An hour or two a day is long enough for school lessons and the three R's must necessarily be the limit. It is time, strength, and money wasted to attempt to store a mind when there is no mind to store, or to try to develop powers, when no powers are there to develop.

4. HAVE THESE PERSONS BEEN INMATES OF ANY GOVERNMENT OF CHARITABLE INSTITUTION? WHAT DO THEY COST THE PROVINCE FOR MAINTENANCE?

Only 94 out of the total number are not reported as having been inmates of any such institution. Of the others, a good many have been in and out of such Institutions all their troubled and troubling lives. 206 are reported as inmates of Rescue Homes, Homes for the Friendless, Havens, Refuges, Infants' Homes, Maternity Hospitals and similar Institutions in various parts of Ontario. 123 have served terms in the Andrew Mercer Reformatory. 37 have been confined in jails. 20 have been sent to the Orillia Asylum. The information about the others is indefinite.

COUNTY HOUSES OF REFUGE.

A large proportion of the inmates of the County Houses of Refuge are feeble-minded. The Government Inspector has again and again drawn attention to this fact, and his statements are borne out by all who have had any opportunity to know about the working of these Institutions. Of the 612 reported above, only a very small number are in County Houses of Refuge, and it becomes necessary therefore, to deal with this part of the

question by itself. I made three special visits to Houses of Refuge within the Province, one in the centre of Ontario, one in the south, and one in the west. In the first the Superintendent gave me at once a list of the names of twenty inmates who are feeble-minded. In the second, I found on enquiry, almost an equal number. In the third, a place situated about 150 miles from Toronto, I was fortunate enough to meet the Medical Officer on the day of my visit. He has had many years' experience, and he assured me that in his opinion, three-fourths of the inmates of our County Houses of Refuge are feeble-minded.

There were 90 inmates on the day of my visit, including 30 women, and at least half of them I found to be feeble-minded. The Medical Officer mentioned that five infants had been born recently in that County House of Refuge, the mother in each case being a feeble-minded woman. He gave me the history in some detail of one feeble-minded woman, who had recently been in the House of Refuge and had gone out just when she chose, as such persons do under our present system, or rather lack of system of dealing with the feeble-minded, to continue her unhappy career and to repay our neglect of her, the ward of the State, by bringing a burden of expense, reproach, and disgrace upon us. This poor neglected feeble-minded woman is already the mother of six illegitimate children, the sixth of whom was born in that House of Refuge. I asked the Medical Officer what had become of these children, and he replied that he thought they had been "adopted out." On enquiry as to whether the children were normal, he replied that they were all so far as he knew, feeble-minded. It requires no argument to make it clear what a danger this is. If the feeble-minded child who has a home of its own, even a pretty good home, cannot be properly taken care of there, what will likely happen in a foster-home? Besides it can never be fair to foster-parents to expect them to receive a feeble-minded child. The Children's Aid Society recognizes this so strongly that it is one of their rules not to take children who are mentally defective. Still, as long as we are making no other provision for feeble-minded children, what can the officers of the Children's Aid Society do? As one of them said at a conference recently "We cannot let the children perish, and there is nowhere that we can send them. What else can we do?" Further, the whole question of the shelter and the maintenance of the feeble-minded in our Charitable Institutions is one that needs attention. To quote from the letter of an experienced worker, who wrote the Department drawing attention to this matter, "That class of person is a most undesirable class to be mixed with others in a Charitable Institution." Another leading worker (File No. 708) in a Charitable Institution in Ontario refers to the same subject as follows:

"The trouble is, these girls tell so many different stories, and as to the time and cost of maintenance, some of them are only out of the Homes a few days at a time, for instance, M.S. The Matron of the Rescue Home here says it will soon be impossible for them to keep so many, as they hinder the rescue work and besides, the Home cannot afford it. If these places refuse to take these unfortunates, as they say they will, what are they to do? Dr.——— is very anxious that something should be done, and suggests Cottage Homes, and have the inmates classified according to their state and what they are able to do. He would like the Government to do something for the men too. Do you not think that the doctors of the several Institutions should make a specified report of such cases as would need particular (custodial) care, and recommend them for such to the Government?"

COST OF MAINTENANCE.

In regard to the amount expended now by the Province in caring for the feeble-minded, an approximate estimate may be made from these statistics and the figures published in the annual reports of our hospitals and charities, of our lunatic and idiot asylums, and of our jails. In Great Britain, it is said that a convict costs £40 a year, a prisoner costs £24 a year and a pauper costs £21 a year.

CHARITABLE INSTITUTIONS.

The average cost of inmates in our Charitable Institutions is 31 cents a day. The annual cost then of 206 feeble-minded persons who are reported as inmates of such institutions would be \$23,308.90.

COUNTY HOUSES OF REFUGE.

In regard to the cost of inmates of the County Houses of Refuge who are feeble-minded, it would be a safe estimate to say that about 20 per cent. of the whole number of inmates are feeble-minded. Taking the figures given on pp. 107-116 of the Report of the Inspector of Prisons and Public charities, and subtracting from the total expenditure in each case the sums obtained from sale of products, we find that the Province pays every year over \$100,000 for its County Houses of Refuge. At least \$20,000.00 of this must be spent on the care of the feeble-minded.

THE JAILS AND THE ANDREW MERCER REFORMATORY.

One hundred and twenty-three feeble-minded women have served terms in the Andrew Mercer Reformatory during the six years from 1901 to 1906. It is to be expected that in this investigation difficulties will arise on account of the different names and aliases assumed by these persons. Besides, we expect to have reports of the same person appearing on the list of those known to the police and those who have served terms in the Mercer. There were eighteen such duplicate reports, and in many cases one supplemented the other. There were also numerous "aliases," which had to be carefully compared, so that this return might be as accurate as possible. When all these allowances have been made, it is found that 123 feeble-minded women above mentioned as being inmates of the Mercer in 1901-1906, have served a total of 244 terms in that Institution, either during that period, or for crimes committed by them previously. The largest number of terms served by any one feeble-minded woman is 13. As the average length of a term during that period is about six months, this means that the total time of maintenance is equal to 122 years. The average annual cost of an inmate during 1901-6 being \$268.13, the total cost to the Province of the terms served by these feeble-minded women alone is \$32,711.86.

JAILS.

Thirty-seven of the feeble-minded persons reported have served terms in jails, sometimes for no offence. This is not approved of by our people. The sense of the community is against it. The Governors of the jails and other officials condemn it. On Nov. 4th, 1907, the Muskoka Grand Jury in their presentment to Chief Justice Falconbridge referred to the fact that

they had found in the jail "a woman who is kept in jail, we understood, only because she has not reason and power to care for herself. This Grand Jury emphatically and unanimously deplore that such treatment should exist in this so-called free and Christian Province of Ontario."

The thirty-seven feeble-minded persons who are reported as having served terms in jails throughout the Province, are maintained at a cost of 22 cents a day, and the average length of a sentence being 25 days, the total cost would be \$203.50.

PERMANENT RESIDENTS IN INSTITUTIONS.

Besides, in many cases reported by Chief Inspector Archibald and others, feeble-minded persons are simply in and out of jail or the Mercer, or some other Government or Charitable Institution all the time. They are never anywhere else.

No. 58. B.M., age 38 years. "Good at housework if kept sober and from bad company." Many times, almost numberless times in jail. Has also been in Haven and House of Industry. Is nearly all her time in prison or in institutions.

No. 61. Mrs. W., age 70. In House of ———— for thirty or forty years. Has three sons and three daughters. The family are all weak-minded and so are her grandchildren.

No. 76. M. L., age 26. Has been in jail, Mercer, House of ————, Haven, Infants' Home, F.V. Home, F.W. Home. Spent a good portion of her life in Institutions and should have spent it all. The L. family are all well-known, weak-minded, cunning criminals.

No. 435. R. D., age 19. In jail nearly all the time, but at present in the Mercer Reformatory. She let her child die at birth.

No. 64. A.W., age 45. Has been in Salvation Army Home, Haven, Mercer and Jail. Has spent much of her life in an Institution or in prison.

No. 62. G.W., age 30. Has been in Mercer, Jail, Salvation Army Home, Haven. Always in a Home or prison.

No. 81. H.T., age 26. Has been in Haven, Prisoners' Aid Home, Refuge, Jail and Mercer. Has spent a good part of her life in confinement.

No. 59. G.P., age 69. Has been in Jail, Mercer, House of ————, Haven, Prisoners' Aid Home, Salvation Army Home, every Charitable Institution that would receive her for the past 20 years. All her life is spent in prison or in Institutions.

No. 79. A.O., age 55. Has spent most of her life in prison or in an institution on charity.

No. 73. M.M., age 26. Spent most of her life in prison or in an institution. "Has had at least four illegitimate children and I do not know how many more."

No. 77. L.L., age 24. Spent most of her life in prison or in institutions, should never be let out.

No. 60. A.K., age 19. Has been in Mercer Reformatory, Toronto Jail, Industrial Refuge, Prisoners' Aid Home. Was always in a Home or Prison.

No. 70. M.H., age 50. Spent most of her life in institutions.

No. 51. L.H., age 30. She has been in Mercer Reformatory, Jail, Haven, Prisoners' Aid Home. Spent a good portion of her life in prison or in an institution.

No. 56. Mrs. H., age 65. Has always been in a prison or a subject of charity.

No. 68. A.C., age 19. Has been in Mercer Reformatory, Jail, Haven, Industrial Refuge Prisoner's Aid Home. Spent a good part of her life in prison or in charitable Institutions.

No. 51. M.H., age 26. Has been in Mercer Reformatory, Toronto Jail, Prisoners' Aid Home, Haven. Spent a good portion of her life in prison or some charitable institution.

Present day studies by Kraepelin and others prove that fully two-thirds of the petty thieves and tramps are mental defectives, and in 1905 the Inspector under the Inebriates' Act in Great Britain pointed out in his report that a majority of those confined in Reformatories for Chronic Inebriates are feeble-minded.

THE ASYLUM AT ORILLIA.

The expense of those feeble-minded children (not idiots) who have been unavoidably sent to the Asylum at Orillia because there was nowhere else for them to go is also very considerable. From the figures given in the Annual Report, it may be judged that exclusive of the exceptional cases who spend only a few months there, the average time spent in the Asylum by the inmates may be somewhere about eight years. This is probably too low an estimate for our present purpose, as the majority of cases of feeble-minded sent to Orillia of whom I have reports, went there at an early age. For example, W. B. who is Feeble-Minded and whose mother and grandmother were both Feeble-Minded was sent to Orillia in 1906 at the age of 11, and will probably be there for 40 or 50 years, a cost to the Province of about \$4,000.00.

However, taking eight years as an estimate, I have records of twenty feeble-minded persons (chiefly children) sent to Orillia. The annual cost of each inmate is \$85.71. The total expense then, of 20 for 8 years will be \$13,713.60.

THE OFFSPRING OF FEEBLE-MINDED PERSONS.

The information on this part of the enquiry is, as might be expected, far from complete. In a great many cases little or nothing is known as to the children of a feeble-minded person, after a certain period has elapsed. True, where we have a record of those who are inmates of Rescue Homes, Maternity Hospitals, Infants' Homes, and other Charitable Institutions, the number of children is large. But after a few years these inmates and their children are lost sight of. The mother turns up perhaps in another City. Another Charitable Institution takes her in, her previous record is unknown, and another record of the very same character is made. An effort made to recover the record from the beginning is usually unsuccessful. "Do not know about the children." "Has had several children." "In the vicinity of this village, in the Township of ———, there have been living for years some families named A ——— and B ———. The tribe seem to increase rapidly and the progeny will certainly not make good citizens. All are more or less feeble-minded. It would, it seems to me, be well for the authorities to make enquiries about them."

Such statements as these, which are frequently repeated in the course of the present enquiry, show that this, as everyone recognizes, is the most serious aspect of the situation. In all, from the comparatively small proportion of cases where we have definite information about the children, and where

the statement or presumption is that the children are feeble-minded the number of children so reported is 234*. Quite a number of these are already in Government or Charitable Institutions, supported at the public expense.

Care was taken to exclude from this record as far as possible, normal children. There is very grave doubt as to whether the children of a feeble-minded mother are ever normal mentally. Those who have had most experience in dealing with the subject, while perhaps not prepared to deny the possibility that such children might be normal mentally, almost always reply, "Practically, you may say, No," and often add that they themselves do not know an instance of a feeble-minded mother with a normal child. Some such cases have been reported to me in this Province, and I am anxious to investigate them, but so far have not been able to do so.

MENTALLY DEFECTIVE CHILDREN IN OUR SCHOOLS.

The Department has communications from forty-five different people in the Province in reference to this branch of the enquiry. There can be no doubt that here is the place to concentrate our attention and energy. The problem must be studied in the school-room. Dr. Potts, one of the investigators specially appointed by the Royal Commission in Great Britain, examined 31,092 school children in the "Pottery Towns" of England. He found 185 of the number mentally defective, or about .59 per cent. Dr. Francis Warner in an examination of 100,000 children in London, showed that one per cent. were mentally defective, and other authorities have published statistics to show that about two per cent. of the elementary school children in certain large cities will never be able to manage their own lives successfully on account of mental deficiency. This seems appalling, and perhaps the most important lesson we can learn from it is the necessity of our dealing with the question now while we have nothing like that number. If we let this time pass and defer and delay to face the question, the number will inevitably increase until we lose the present opportunity and come to feel, as they do in England, that the problem is so utterly overwhelming that it cannot be dealt with successfully. From the statistics now before me, I have reason to think that the number of mentally defective children of school age in Ontario is somewhere between three and five per thousand, that is, .3 to .5 per cent. of the total population under 14. But it is difficult to form a correct estimate at present. We need very much a better enforcement of our Truancy Laws. It seems to be generally agreed that there are many children of school age who are not in school, and, of course one cannot wonder that the backward and mentally defective children, who feel they are not wanted there, and for whom nothing much is attempted to be done in our schools at present, are the first to stay away. It is very important to differentiate between a child who is only backward, and one who is mentally defective. "A mentally defective child would be abnormal for any age, whereas a backward child is merely abnormal for its own age." A child is often backward because he does not see well, or does not hear well, or does not breathe or develop well on account of adenoid growths almost closing the breathing passages and thus preventing the purifying of the blood. He may be backward because he works long hours out of school, or because he is not properly fed, or because he is not well. The School Doctor, when Medical Inspection of Schools, now permitted and advised in

*This number is in addition to the 612 mentioned above. They are not reckoned in the total because they may possibly be included already in the figures given for school children, etc.

this Province, is carried out, will save and help many backward children and mentally defective children. But while skilled medical aid to sight or hearing or breathing may and often does change a backward child into a normal child, no skill, no knowledge, no training—nothing—will ever change a mentally defective child into a normal child. What can be done is to make the most of the powers and capacities the mentally-defective child has—to train the bodily powers, the hand, the eye,—the power of working, and place the child who will always remain a child in mind, though not in body, in the society of its equals, in a sheltered corner of the world, that is, an Institution, where conditions are adapted to it. ✕ The life history of the mentally defective children in our Public Schools to-day may be written down in outline just as soon as their mental defect has been accurately recognized, or to speak medically, diagnosed. It may be predicted what will become of them, as in the following cases: A boy M—— and a girl N—— who had been in our public schools up to the age of 14. M—— was a boy of sixteen, small for his age, not at all a bad boy, but showing marked mental defect. He could not write, he could read a little, he could not make change for a dollar. He had been in one place as an errand boy since leaving school, but his employer discharged him at the end of a week because he brought back the parcels, saying the people did not want them, etc., etc. He got his week's wages, but assured his mother, first that he had not received the money, and then that he had lost it. His father had beaten him repeatedly and severely, hoping thus to make him a good boy. He had already begun to get into trouble with the police through doing things at the bidding of other boys (very characteristic of the feeble-minded). His mother assured me that neither she nor his father ever had been told by the school authorities that he was mentally defective. Nor had they thought so themselves. If we had a farm colony for boys, such as the one at Sandlebridge in England, M—— would "fit" there. He is fond of such things. He could do a good deal of work, under constant supervision. As it is, he will remain unemployed. Nor is that the worst. He will commit or get the blame for some petty offence. At the age of 18 or 20 he will be a "Jail-Bird." And from that his career will be downward. It will cost us a good deal of money to secure his conviction, to pay the Policeman, the Magistrate, the Crown-Attorney, the Jailer, the Jail-van, and all the rest, and to keep him in Jail, or in some House of Refuge, or House of Correction, or as a tramp. And then we shall have no reason to be proud of our handiwork, when we are through. M—— will be a spoiled citizen and a spoiled man—a bad product. Instead of being nearly or quite self-supporting on a farm colony and being happy and useful and decent, what a failure his life will be! And that failure is our failure, not his. He is an irresponsible, but we are responsible.

I saw the girl N——, on the same day. Her home was with her married brother, about two miles northwest of the house where M—— lived, in the same city. She was fifteen years old. She was alone in the house, her brother's children being at school, and her sister-in-law out at work. She could not read or write at all or make change for a dollar. Yet she was not without a certain intelligence. She had been getting into trouble. She was apparently not unkindly treated and was evidently attached to her sister-in-law. But she belonged to a class that simply can not get on in the world. They must have a sheltered corner, a back-water of life to themselves where they are shielded from all the difficulties and temptations of life except those easy ones which can be met and conquered by a child of eight or nine years. Someone must always be at hand to "help them out," to exercise judgment and self control and the power of inhibition for them

The poor girl, simple and silly, is already showing signs that she is going to follow the path so familiar to all who know anything about the history of such cases. Left to herself, she will soon be an inmate of some Institution, having lost her character and having before her an unhappy and harmful life.✕

These pupils are undoubtedly, as a rule, recognized by the teachers in the school-room. It is only in very exceptional instances that the teacher is so out of sympathy with the pupil that mental defect is not recognized. In the year 1905, the first letter received by me upon the subject of this enquiry was from one of our Ontario Public School teachers, as follows:

"It just occurred to me to speak to you of the feeble-minded. In my work of teaching here I have several times come in contact with feeble-minded children and I invariably found that they were clever mechanically—well,—as clever as other children and sometimes much more so. They can draw easily, and write, and do anything in the cutting line. I remember one child who could not speak so a stranger could understand him, and could not read a line nor spell a word though he was twelve years old, but he could copy a head line splendidly and do the drawing better than any of the other pupils.

"Do you not think, Doctor, that these children should be taken from the regular classes in the Public Schools, where they are only a drag, and be given special instruction along mechanical lines, wood carving, modelling, etc., so that they might develop and so enter into a larger life, through what might be said to be the only possible door of entrance for them?"

In the ordinary Public School class there is little that the best and kindest teacher can do for the mentally defective child, who is simply a "drag" on the rest of the class, and cannot learn by the ordinary methods. But in a small class of 12 or 15, specially planned for them, their relative progress is remarkable and encouraging to the teacher and to themselves. It is important to recognize also that children who are so far behind as to appear hopelessly defective, may, in such a special class, be recognized as only backward from some removable cause. Thus in an investigation undertaken in connection with the Second North School of Hartford, Conn., the first child that was examined was Nellie K——. Nellie was thirteen years old, had been in the first grade for seven years and could not read a complete sentence. This certainly looks like a mentally defective child. She did not breathe through her mouth, but examination by a physician revealed the presence of large adenoid growths, and after medical and surgical treatment her mother's account of her was as follows:

"Nellie, she never talk to me before, she don't say nothing. She is so quiet. Now she come running in 'Mamma, I kin sing, mamma I kin read, teacher says she will put me in another room' and she sing and play and so happy all the time." The saving of Nellie and a few children like her, by means of special classes would soon repay us for the small additional expense of establishing such classes. Yet only these children who are capable of intellectual improvement should be sent to a Public School. The Public School is not a Hospital, a place of detention, or a place of custodial care.

The finding and classifying of these children is not a difficult or unlovely task to one who realizes its importance. To one who is interested, nothing else is more worth while. It soon becomes a labor of love. In the first place, the teacher is prepared to meet such an one half-way and lend the all-powerful aid in such a situation that only a teacher can. "I am of the opinion," writes the leading education authority in one of the cities of Ontario, in a letter to this Department in reference to the present investigation, and enclosing a list of names of feeble-minded children in the schools under his charge,

"I am of the opinion that the visit to the city of one who would make it his business to visit each school-room and enquire of the teachers as to the existence of such (mentally defective) pupils, would result in the discovery of many more than the above."

For really helpful and successful work, however, in this as in everything else, the home is the strategic point. Many parents who would resent a request to take a child to a special class, or will pay no attention to an official notice, will, on the contrary, respond at once when you go to see them in a friendly way. One of the teachers in a school had arranged for special treatment for a defective child. In a burst of gratitude, the mother, who is a Russian, exclaimed "In my country, my children had just one mother, but here every teacher is a mother to them."

There are two main lines which work for feeble-minded children in schools has followed. First the "Special Class or Special School" attached to the public schools in cities and large towns where there are twelve or more backward or defective children. This is the place where we have what we need, "forward teachers for backward pupils." Here the "hard cases" which no one has succeeded with are sympathetically studied and "coached," if necessary by the educational expert. They are seen by the school physician and if merely backward, may be brought up near the average and may return to the ordinary classes. But mentally defective children need different treatment. They may be made "self-supporting, but never self-controlling." They cannot fight the battles of life, or meet its temptations. They will always be children and therefore must be cared for and helped in a permanent parental home where they are trained, taught useful employments, their powers made the most of and their earning capacity utilized for their own support and happiness. Thus we shall cut off the supply of probably 80 per cent. of the mentally defective for the next generation, and we shall save all the time and money we now waste by classifying them as paupers, prostitutes, criminals, tramps, when they are not anything but irresponsibles.

The most hopeful years for training feeble-minded children are from 3 to 13 and special classes for mentally-defective children are a part of the school system of England, the United States, France, Finland, Norway, Denmark, Sweden, Switzerland, etc. In Germany it is stated that there are 203 Special Schools, 31 of which are situated in Berlin. There are 116 German cities which have these schools and the total number of pupils is 13,100. Special Institutions called Parental Homes, Schools for the Feeble-Minded or known by other names are now established in all these countries. Their great value is preventive, educational, social and economic. They prevent pauperism, illegitimacy, unemployment, unhappiness and crime. They save money, trouble, and the birth of a new generation of feeble-minded.

ENGLAND.

Private benevolence took up the matter of providing Homes, Refuges and Schools for the higher grades of the Feeble-Minded about 1887. The Board of Education, The Local Government Board, the Metropolitan Asylums Board, the Guardians of the Work-Houses, and other public bodies followed and all these have institutions or schools under their care. In 1892, Special Classes for Mentally Defective Children were opened in Leicester and afterwards in London. The number attending these special classes in London was given in 1906 as 5,070 and in 1906-7, 1,868 children examined for

admission to Special Classes were found mentally defective. Mrs. Burgwin, the Superintendent of Schools for the Feeble-Minded under the charge of the London County Council, says, in her report for 1906.

"The proper classification of the mentally deficient is, through lack of suitable accommodation, still far from ideal, and this must be so till some authority makes provision for the lower class, which is hardly capable of benefiting by instruction in a day school, and requires permanent custodial treatment."

In 1899, (62 and 63 Vict.) an Act was passed to enable a school authority "to make such arrangements as they think fit for ascertaining what children in their district, not being imbecile and not being merely dull or backward, are defective . . . but not incapable by reason of such defect of receiving benefit from instruction in such special classes or schools as are in this Act mentioned." Revised Regulations and also a list of Certified Schools for Defective Children were published by the Government (Board of Education) in 1907 and under these acts and regulations a great many places, notably Manchester and Birmingham, have special schools and classes as an integral part of their School System. The Metropolitan Asylums Board, under an order from the Local Government Board of March 9th, 1903, is empowered to detain under custodial care mentally defective children up to the age of twenty-one years, and it is understood that on the issue of the coming Report of the Royal Commission, a movement will be made to extend the age limit to cover permanent custodial care, so necessary in these cases. The Star-Cross Institution and the Sandlebridge Schools are described elsewhere in this report.

UNITED STATES.

The first Special Class for Mentally Defective Children in the United States was opened in Providence in 1894. In 1899 similar classes were opened in Boston, Chicago and Philadelphia, and they are now established in many American cities. The Board of Education of Detroit appointed in December, 1907, a Commission to study the Mentally-Defective and Backward Children in the public schools, and in smaller places such as Aurora, Ill., a movement is now on foot to establish a special school for backward children. These special schools should of course act as "Clearing houses." It is gratifying that some called mentally defective may turn out to be merely backward when the underlying cause of their condition is discovered. They go back to the ordinary class. Another small number may fill a place in the community if the home care is excellent or ideal. The large number, about 65 or 75 per cent. need the permanent Home where they will always have supervision of a parental character. Of course a great deal depends on the teachers. The success of the special classes in England for instance, is accounted for when one reads the report of the Official Inspection of Special Classes. "Earnest, gentle care is a marked characteristic of the teaching." "The treatment of the poor children by Miss —, whilst thoroughly firm, is tenderly kind and her expert intelligence has produced results in a very short period which could hardly be expected."

The Hon. Robert N. Hubbard, Commissioner of Charities, New York City, has just appointed a Commission to consider the ways and means and practical methods of establishing a Normal School for teachers of mentally-backward children. It has for a long time been known that teachers of such schools were welcome at Waverly and Dr. Fernald has even established brief courses for their benefit. Indeed the national recognition of this problem in the United States was shown at the annual meeting of the

National Educational Association, in July 1907, at Los Angeles, when the Department of Special Education appointed a National Committee with Professor Groszmann as Chairman, whose duty it is to prepare and submit to the Annual Meeting in 1908 plans as to how the problem of the "exceptional" (including feeble-minded) child may be studied so as to provide not only for its suitable training but first of all for a better understanding of its status and its needs.

The work of these Special Classes in the east side of New York has been so helpful that at least fifty of these classes are now in operation. One of our own Ontario teachers who is at present in the United States and who is a teacher of a Special Class wrote to the Department almost as soon as the enquiry was begun expressing her interest in it, and describing her own Special Class.

"The Class is ungraded, and the ages of the children range from seven years to fifteen years. A good deal of time is spent on manual training and gymnastics. We have a work-shop in the school, and the boys are having training in wood-work from the special teachers in the work-shop.

"So far as the regular school subjects are concerned the work is conducted pretty much as it is in the ungraded schools in the country, but as I have an assistant and only fourteen pupils they get more attention than the country children usually do. Indeed, in one or two cases we have been able to return the boys to the regular classes after six or eight weeks' work. These cases were of course not really defective, but so deficient in their school work that in a large class they could not get any hold on the work the class was doing. The difficulty in dealing with most of the defective boys I have seen is in finding some way of rousing them to action without frightening them. They have been so frightened in the large classes that they have sat, not doing even the little they can do. I will give a little account of each boy separately." Then follows a brief sketch of each one of the fourteen boys, written with such a keen appreciation of the facts of each case, and displaying at the same time so much knowledge of and sympathy with their condition that one almost feels a personal interest in each boy. It is often the case that with these "left-behinds" we are so conscious of the obvious defects that we overlook or consider slightly the capabilities. In these sketches we find such interesting notes as these: "Very childish, but at the same time he has a strong sense of responsibility and is quite accurate in giving messages."

In the Chicago Public Schools there was established in September, 1899, a Child-study Department under the care of Dr. D. P. MacMillan, whose work on the physical and mental condition of school children is so well known. One important part of the work of the Department is the study of "Sub-Normal" children. Sometimes these children are found to be "Custodial Cases" and are sent to state or private Institutions for such cases. If, however, there is a hope that they may be able to profit by special training in the public schools, they are sent to the ungraded rooms for sub-normal children, which form an integral part of the Public School System of Chicago.

Philadelphia has ten classes for backward children. There were in 1906 seven centres, and the number of children provided for was 200. The estimated number, however, in the city is 2,600, and a great effort is being made to increase the number of special classes and make attendance on them compulsory. This effort has been so far successful that in the twenty-sixth annual report (1907) it is announced that one special school has also been set apart for backward children. This will greatly increase the available accommodation.

One of the most important signs of recent progress is the appearance of *The Psychological Clinic*, a monthly journal devoted to the study and treatment of "Mental Retardation and Deviation." This is indeed, practically a monthly magazine, devoted to the study of mentally defective children. It is edited by Prof. Lightner Witmer, Ph. D., of the University of Pennsylvania, and is published at the University. The magazine has just completed its first year and is invaluable to all who are interested in the subject.

STATE INSTITUTIONS.

When we consider the Institutions for the permanent care of the feeble-minded, the first, and we might also say, the greatest State Institution in America is the Massachusetts School for the Feeble-Minded at Waltham, Waverley P. O., Mass., of which Dr. Walter E. Fernald is the Superintendent. Dr. Fernald is known all over the world as one of the foremost authorities on the feeble-minded, and renown has been brought to the Institution by the great success of his methods in teaching and training them. It has about 700 inmates and there is a farm colony at Templeton, 50 miles distant from Waltham, where a tract of land three miles long by one mile wide affords scope for about 150 men. In April, 1907, the State of Massachusetts acquired a new property of 500 acres near the Town of Wrenham for another Institution for the feeble-minded. Physical efficiency is encouraged in every way and useful training is the key-note to the success of the Institution and the happiness of its inmates. Thus, the smaller boys, as soon as they are able, are taken out in the field in classes and learn to pick up stones from the hill-side, to dig ditches, to handle the hoe and shovel, etc. Then there are training classes for household occupations such as floor polishing, cleaning and polishing taps, cleaning knives, learning to dress and undress themselves, etc. They learn to sew, darn, sweep, make beds, wash dishes, peel vegetables, sort rags by color, etc., etc. All for whom a task can be found which involves useful manual labor are set to work, in the first place for their own improvement and training, but often with an economic result. It is not now the policy at Waltham to dismiss inmates. It is understood that they should stay.

The State of Maryland in 1888 granted a charter for a school for the feeble-minded and authorized the expenditure of \$16,000.00 for a site and of \$5,000.00 per annum for maintenance. A farm of 200 acres was originally purchased and the Institution, it is hoped, will shortly be able, when additions are made, to accommodate 500 inmates. The following extracts from an address by the President of Trustees, Hon. Herman Stump, well indicate the modern and progressive ideas by which the management is actuated:

"Every consideration of humanity, of wise statesmanship, of good public policy, combine to sanction and enforce the cause of the feeble-minded. Even upon the lowest and most practical consideration there is nothing, which, done rightly, will help so much to diminish the drain on the pockets of the taxpayers, as the wise and prudent care of these unfortunates.

It is calculated that eighty per cent. of the children of feeble-minded parents are feeble-minded, and the reproduction of these alarmingly increase, and whole families, generation after generation, are found in our Alms Houses. Many scarcely able to distinguish right from wrong, are incarcerated in our prisons, where I am informed that over one-third of those undergoing punishment show in their manner and physical deformities, unmistakable weakness of mind. Many go on developing more and greater mental deficiencies until an Insane Asylum becomes their home. Many are

in eleemosynary Institutions which receive aid from the state. Lastly, many are born to worthy, but poor devoted parents who fondly watch over and care for their imbecile offspring, day after day, unable to go forth to earn a precarious livelihood. This unhappy home, through no fault of the inmates, gradually becomes a burden upon the public unless relief is offered. Let us take these children from our Alms Houses, where the expense of keeping them is great, and send them to the feeble-minded Institution where they will be properly trained and cared for, nurse the ray of intellect that may be in them and the state will not have so many insane to care for. Let us gather the incipient criminal who is not able to fully understand what he should, and what he should not do, into a home where he might be educated to do what is right, and the expenses of your criminal courts will decrease and your prison houses will not have to be enlarged. Let private charity turn its benevolent eyes to other fields of usefulness. Let us free our public schools from imbeciles who are a stumbling block to both teachers and scholars, and most of all relieve poor struggling families, by giving to their feeble-minded children, a happy home prepared by the intelligent taxpayers, who will willingly contribute the cost.

Leaving more to the imagination than dwelling upon all the evils to which every community is liable, I reluctantly call your attention to the tendency, especially of feeble-minded females to lead dissolute lives, nearly all their offspring are illegitimate. It is intolerable to permit such creatures to become parents and perpetuate pauperism, idiocy, and crime.

It is impossible to calculate what even one feeble-minded woman may cost the public, when her vast possibilities for evil as a producer of paupers and criminals, through an endless line of descendants, are considered. If the state can seclude such a woman and thus at one stroke cut off the possibility of a never-ending and ever-widening record of evil and expense, should it not do so at once? Can it afford not to do it? The people cannot choose whether or not they will support the feeble-minded: that problem solves itself, always the same way. The feeble-minded must be supported by the public. The state itself is the only agency by which the feeble-minded may be humanely and mercifully, but firmly, taken in hand and placed where they can be utterly prevented from producing the evils touched upon. Does not every sentiment of humanity and pity and business demand that the state shall take this step? It would mean the expenditure of some money, it is true, but it would save in time to come so great a sum of money that the expenditures now needed to provide for these people would seem beside it, comparatively small.

Endowed with an affectionate disposition and cheerful nature, these children are easily made happy and contented, unmindful of the restraint placed upon them. No corporal punishment is necessary or allowed. The rapid progress made by those who have sufficient understanding to be educated in elementary principles is astonishing, and compares most favorably with children in the public schools. They are taught basket-making, lace weaving, sewing, laundry work, servants' duties, farm labor, road making, excavations, and other pursuits, and naturally diminish the expenses of the Institution.

All inmates admitted into this Institution and supported by the state, become wards of the state, subject to the custody and under the control of the Board of Visitors, and shall not be discharged therefrom until they shall cease to be a menace to society, and become mentally and physically capable of earning a livelihood.

If I may speak for the Board of Visitors and for Dr. Frank W. Keating, its able Superintendent, and for the Woman's Aid Society, I will say that

they take the greatest pride in this, one of the state's noblest and greatest Institutions, more useful, more philanthropic, more reforming, and more beneficial to the people of the state than any of its other public charities, and they invite the most critical inspection of the work they are doing."

Another great Institution for the feeble-minded is that at Elwyn, Delaware County, Pennsylvania. The Superintendent, Dr. Martin W. Barr is the author of well known text-books on the Feeble-Minded and is a great authority on the subject. The number of inmates is over 1,000. There are similar Institutions in many of the other States of the Union, and new ones are established from time to time. In 1907, Rhode Island passed an Act which received the unanimous support of the Senate, establishing a State School for the Feeble-Minded. The Bill includes also custodial provision for the care of girls and women who may be eligible for the school. The plan is to purchase a small farm, and there begin in a quiet way to build up a farm Home for the feeble-minded on the Cottage System.

PROGRESS.

The years 1907 and 1908 will probably be remembered in future as years of great progress in the study and care of the feeble-minded. In the year 1907 the Second International Congress of School Hygiene met in London, and one of its departments was wholly devoted to Feeble-Minded and Defective Children. In the year 1908, the Royal Commission on the Feeble-Minded is expected to report, and it is thought that this will mark a distinct epoch in the care of the feeble-minded.

CARE OF FEEBLE-MINDED IN ENGLAND.

I have the honor to report further that in accordance with the permission and instructions of the Honorable the Provincial Secretary, I have obtained the following information in England, as to the care of the feeble-minded, the most approved modern methods for studying and classifying them, and the consensus of expert practical opinion as to how they may be trained, educated and provided for with a view to making the most of their powers of mind and body, so that they may maintain themselves, wholly or in part, instead of being a burden on the community during their lives, and being the means of perpetuating and increasing that burden in the next generation.

The Royal Commission on the Care and Control of the Feeble Minded appointed by His Majesty in August, 1904, finished the taking of evidence some time since, and are now laboring at their recommendations and conclusions which they hope to present to His Majesty and the Houses of Parliament early in 1908. Much is expected from the results of the labors of this Royal Commission, and it is said that legislation will probably be introduced shortly after the report is presented, giving effect to the conclusions and recommendations.

The Royal Commission was in session when I reached England on July 19th, and continued in session till August 2nd. These meetings take place at the Royal Commissions' House, Old Palace Yard, Westminster, opposite the Houses of Parliament, where, by invitation of the chairman, Lord Radnor, I had an opportunity of meeting the members of the Commission and receiving from them advice and direction how to proceed in the further

study of this matter. We are again indebted to Mr. W. P. Byrne, C.B., of the Home Office, Mrs. Hume Pinsent of Birmingham, Dr. Dunlop, Dr. Donkin, and other members of the Royal Commission, not only for personal assistance and information, but for the interest they take in the matter as affecting Canada, and especially the Province of Ontario. From these authorities on the subject, and others, I learned that the two most important institutions for me to visit were The Starcross Institution (Western Counties' Asylum) and the Sandlebridge Schools (Lancaster and Cheshire Society for the Permanent Care of the Feeble-Minded). I visited the first of these on August 2nd.

STARCROSS.

Starcross is in Devonshire on the River Exe, and about eight miles from Exeter by the Great Western Railway. The institution is about five minutes' walk from the railway station, and presents an attractive appearance, reminding one somewhat of the appearance of our own institution at Orillia. The building is situated in extensive and beautiful grounds, at the summit of a slight eminence from which the grounds slope down to the water in front.

ESTABLISHMENT AND MANAGEMENT.

This institution is a voluntary one, and is under exactly the same Government supervision and inspection as the Government institutions, being inspected by the Commissioners in Lunacy. It was established in 1864 for the Western Counties of England, to meet the need for a school in which feeble-minded children could be taught and trained. It was founded by the late Mr. Locke, who made it his life work and a labor of love. It is now carried on by his son and daughter Mr. E. W. Locke and Mrs. Mayer, the Superintendent and Matron respectively, who possess the genuine interest, patience, kindness of heart and capacity for hard work which can alone make such an institution as happy and successful as Starcross is. The management is progressive. Several of the industries (e.g. weaving and Honiton lace-making) which I am about to describe have been introduced quite recently as experiments and carried on in some corner or perhaps an outhouse. Then when it is shown that the children can do the work, the Committee is persuaded to make room for the class in lace-making, weaving or whatever it may be.

FINANCES.

This is one of the strong points of the institution. It is well managed. The average cost per inmate per week is about 10s. 10d. Some years it is as low as 10s. 3d. per week. But when we remember that this sum includes repairs, salaries, cost of administration, etc., etc., that everything is kept up well, and that the children are well dressed and not stinted in food or in other directions the figure is gratifyingly low. All Boards of Guardians and County authorities sending children, pay for their maintenance at the rate of 10s. 6d. for west of England Counties, and 14s. for other Counties. The profit last year was about £1,223 16s. 4d.

THE INMATES.

Children are admitted from 6 years of age and upwards. Girls and boys are of course kept separate. They look well, and from their appearance are evidently well fed. They are suitably and neatly dressed, the boys with an Eton collar and blue sweater, and the girls with plain dresses and

neat white aprons. The care of their hair, and all the little details of personal appearance of the children show good and systematic training and supervision. Nor did I see any child with the hopeless, dull, unoccupied, unhappy look so common in other institutions. Everybody I saw was doing something, but as far as I could ascertain, not under pressure. When spoken to about their work, the response was of course never normal, but there was always some response. Indeed sometimes there was a great contrast between the expression of the child's face, and the expression of the child's fingers, i.e., his or her work. This was especially noticeable in the wood-carving class and the Honiton lace class. The dormitories were airy and pleasant. The beds were made neatly and well by the children. In the little girls' room every child's doll was to be seen, neatly dressed, on the bed, and at a certain time in the afternoon the "dolls' hour" for play was given. The number of inmates on January 1st, 1906, was 269; 185 boys and 84 girls.

TRAINING AND INDUSTRIES.

No inmate spends more than two hours a day in the school room, and of the 274 inmates,

248 can speak well,

111 can read books for their own amusement,

153 can write in copy-books,

115 can work the first four rules of arithmetic.

Drill and gymnastic exercises are also regularly taught.

The best authorities agree that attempting to teach "book-learning" to the feeble-minded is time, energy and money wasted. On the contrary, there are many things that the feeble-minded can learn. Some of them do almost anything under supervision, and all who belong to the higher grades of feeble-minded can do something. It is in this that Starcross is such a great object lesson, and so valuable to the student of the feeble-minded. No one who has had the privilege of spending even a few hours in the work-rooms and seeing how the small and undeveloped powers of the feeble-minded are trained and developed would easily forget the lesson.

These children do useful and profitable work. They do gardening, general housework, kitchenwork, baking, cooking, cleaning, laundry-work, sewing, knitting, tailoring, plumbing, painting, decorating, carpentering, building, wood-carving. They cane chairs and do repairs of all kinds. They make straw hats, ropes, mats, shoes, baskets, brooms, brushes, tweed, flannel, serge, Honiton lace, and they will soon be able to make blankets. In the girls' department last year the girls made 4,817 new articles, ranging from a necktie to a sheet, and repaired 18,404 articles.

Machines for knitting, weaving, shoemaking, etc., are all worked by the inmates under supervision. In introducing any industry, Mr. Locke's plan is to get a man to come from some good factory for a certain time, as long as may be necessary, and teach this particular trade, and the use of the machines to two of the regular staff, two of his own attendants or teachers. Then if one of these is ill or absent the other can take his duty. When the two members of the staff are fully competent, then they teach the trade, whatever it may be, to a certain number of boys. The inmates are not always kept at one trade. They learn more than one, and besides, they advance from one to another. A little boy comes in and perhaps can hardly learn rope-making. In a year or two he may be able to do wood-carving. The latest industry is Honiton lace-making, introduced by the personal efforts of Mrs. Mayer. It is to be remembered that all the things made at Starcross are useful. Thus the tweed and serge, and sweaters worn by

the boys are made in the house by themselves or by the girls, and this adds to the economy of the management of the institution. Indeed, it reminds me of an institution which has electric power developed on its own premises. The powers of the feeble-minded, properly utilized, directed by competent, but not expensive attendants, take the place of the electric power.

ADMISSION AND DISCHARGE.

In the year 1906, 5 died, 50 were admitted, and 40 discharged. The unimprovable are of course not admitted, but it sometimes happens that there is little improvement for the first three or four years, and then the child begins to do better. There is not much improvement after 16 years of age. Inmates are sent by Boards of Guardians and their own friends, and are admitted from six years of age. They are kept as long as they can be improved. This means that, with the exception of a number of attendants and helpers who are retained to do the work of the institution, all these feeble-minded persons are discharged at the very age when they are for certain reasons most dangerous to the community. Happy, industrious and successful as long as they are under care and supervision, no training will make them normal, or give them power to manage their own affairs or judgment to direct their lives. In discussing this point, both when being advised by members of the Royal Commission and other experts privately, and when the point was discussed publicly at the meetings of the section of the study of the feeble-minded at the International Congress, great stress was laid on this fact, that it is worse than useless to protect the feeble-minded for a part of their lives, propping them for a while, only that their fall may ultimately be more disastrous for themselves and for others.

The point of view of the school-master is not the right point of view for the worker among the feeble-minded. The school-master thinks, and rightly thinks, that his work ends when his scholars are prepared by his care and training for entrance on the duties of independent and adult life. But this time never arrives for the feeble-minded. Their bodies grow up, but their minds never do. They always remain children and, therefore, they must have the care and supervision that we give to children, not till they are 14, or 16, or 18 years old, but all their lives. The true "Help-School" for the feeble-minded is a home for life. A few feeble-minded children with exceptionally good care at home (and how often is that home broken up before many years), may get along for a while and earn a little money in the world, but being away from skilled care, and in an environment not adjusted to his needs, the poor feeble-minded man (or woman) even if he has learned something about a trade, degenerates and forgets what he once knew. People lose patience with him, he gets into one trouble after another, and the last state of that man is worse than the first. This is one of the important things proved by the work of the After Care Committees in Birmingham and elsewhere. The care of the feeble-minded must be a permanent care.

SECOND INTERNATIONAL CONGRESS OF SCHOOL HYGIENE.

SECTION ON THE CARE OF THE FEEBLE-MINDED.

On Saturday, August third, the day after visiting Starcross, I returned to London to attend the Second International Congress on School Hygiene,

section 7. This section was for "Special Schools for Feeble-Minded and Exceptional Children." There were ten other sections as follows:

"Medical and Hygienic Inspection in Schools." President, Dr. William Osler.

"The Physiology and Psychology of Educational Methods and Work." President, Sir James Chrichton Browne.

"The Hygiene of the Teaching Profession." President, Dr. Mac-Namara, M.P.

"Instruction in Hygiene for Teachers and Scholars." President, Sir William J. Collins, M.P.

"Special Schools for Blind, Deaf and Dumb Children." President, Sir John W. Byers.

"Out of School Hygiene. Holiday Camps, and Schools." "The Relation of Home and School." President, The Right Hon. Lord Kinnaird.

"Contagious Diseases, Ill Health and other Conditions Affecting Attendance." President, Sir Shirley Murphy.

"Special Schools for Blind, Deaf and Dumb Children." President, The Right Hon. Earl of Crewe.

"Hygiene of Residential Schools." President, Dr. Clement Dukes."

"The School Building and its Equipment." President, T. E. Colcut.

By special command of His Majesty King Edward, the Congress was formally opened on August fifth by the Earl of Crewe, Lord President of the Council, and it would be a difficult, if not an impossible task, to convey in words an adequate idea of its magnitude, importance and success—a success that was only achieved by three years of self denying labor on the part of the President, Sir Lauder Brunton, and his assistants. This band of workers gave not only labor, but brains, enthusiasm, and personal devotion to the work of the Congress and everybody was willing to do anything to help.

The programme, a book of fifty pages, contains the names of almost all the authorities on the different branches of School Hygiene and covers a wonderfully wide range of subjects.

The eleven sections which met daily during congress week in the University of London, the Imperial Institute and the adjoining buildings, accomplished a vast amount of hard practical thinking, and thorough discussion. Seven official hand-books were prepared for the members of the Congress, including the official programme, the official list of members (a book of fifty-nine pages), a volume of abstracts of papers and communications, a hand-book to London, a hand-book of entertainments and excursions, etc., etc.

Many of the different countries who sent official delegates, presented also hand-books descriptive of the country, its schools and its status in School Hygiene. For instance, the Grand Duchy of Finland issued a handsome volume of one hundred and seventeen pages, printed in English at Helsingfors, which was distributed to the members of the Congress. In Finland there is one state school for sixty to seventy feeble-minded children, where pupils are "specially trained to husbandry on the vast farm of the establishment." In the towns there are "help-schools" belonging to the people's schools for intellectually undeveloped children. "Help-Schools" is a good name.

The weight of opinion, experience and thought represented by the two hundred and sixty-one papers delivered before the Congress and its eleven sections was impressive, but to the two or three thousand persons who had the privilege of attending, there was one thing more impressive, and that was the character of the audiences gathered to hear and discuss them. Not only did we see Turks, Russians, Greeks, Portuguese, Italians, Swiss, French,

Germans, Swedes, Australians, Egyptians, Persians, Hindus, Mohammedans, Hungarians, Norwegians, Japanese, Dutch, Finns, Danes, Bohemians, Americans, English, Welsh, Irish, Scotch, Afrikanders, New Zealanders, Canadians, sitting and working side by side, but we saw here an earl and there a small tradesman, here an Archdeacon and there a Poor Law Guardian, here a Lord Mayor, and there a Common Councillor, here a typical John Bull, and there a stately British matron or an author, or a society lady, or a nurse. Teachers, physicians, government officials, university professors, clergymen, ambassadors, head masters, business men, and a very large representation of the middle classes, and the leisure class, as well as people whose lives were evidently full of work and responsibility, gave a serious, dignified, business-like aspect to the Congress which no one could fail to observe. The distances these people had come, the duties they had left, the communities they represented, and more than all, the ideas they took away with them, are an evidence of the working of the health conscience of the world, and the growing conviction that in the school we must set about solving the problems of national health, mental and physical.

Three definite results of the Congress as a whole may be mentioned. It was unanimously affirmed that the principles and practice of Hygiene should form part of the education of every citizen. It was also unanimously resolved that all teachers should have, as part of their training, practical and theoretical instruction in personal and school hygiene. The third result was the stand taken on the Medical Inspection of Schools. This action of the Congress was awaited with interest. The British Government had announced this year that the Bill providing for the medical inspection of school children would be held in abeyance until the result of the deliberations of the Congress was made known.

Shortly after the passing of the following resolution by the Congress, the Bill for the Medical Inspection of School Children became law, and the government have now taken a farther step, and created a medical department in connection with the Board of Education, Dr. Newman and Dr. Alfred Eichholtz being appointed medical advisers.

The text of the resolution is as follows:

Whereas the maintenance and development of the health and vigor of school children is a matter of paramount importance, and whereas experience in all large cities has shown the importance of health inspection, be it

Resolved, that in every city and town adequate provision should be made, both for sanitary inspection of schools and for medical inspection of school children, the latter to include not only inspection for contagious diseases, but also of eyes, ears, nose, throat, and teeth and of general physical condition.

These results have a direct bearing on the problem of the feeble-minded, especially the last. As soon as medical inspection is introduced, we shall know definitely the number of children in our schools who are feeble-minded, and this will be the first step toward providing the special care and training which they need.

The organization of this great Congress was remarkable. Nothing seemed to have been forgotten, and the comfort and convenience which the delegates enjoyed could have been secured only by much hard work on the part of the officers and their assistants. It seemed that one had only to wear that beautiful bronze badge specially designed for the Congress, in order to find all doors open and all difficulties vanishing.

In the section devoted to the care of the feeble-minded sessions were held every day, and the proceedings were conducted in French, German and English according to the nationality of the speaker. The attendance was

large and satisfactory. With few exceptions all who are experts in this subject were present and took part in the discussions. I was there able to meet a number of persons whom I have known by correspondence for years, and whose advice and experience were invaluable. After the sessions were over for the day, I visited by invitation several Government Offices, and saw the chief official under whose supervision the feeble-minded are cared for, in connection with the Board of Education, and the Local Government Board. Among these officials I am specially indebted for advice and assistance to H. C. Munro, Assistant Secretary, Local Government Board, Whitehall; Dr. Alfred Eichholtz, H. M. Inspector of Special Schools; Mr. Horace E. Mann, Board of Education, Whitehall; Dr. Heath, Director of Special Enquiries, Board of Education, Whitehall; Dr. James Kerr, Chief Medical Officer of the London County Council, Education Committee; Mrs. Burgwin, Inspector of Special Classes under the London County Council, Education Committee.

The benefit derived from the papers and discussions at the meetings of the section on the feeble-minded was very great, and perhaps even more valuable were the many opportunities I had of personal discussion and conversation with the officials mentioned, and with those who read papers or led in the discussions.

THE SANDLEBRIDGE SCHOOLS.

The International Congress closed on Saturday, August tenth, and on Monday, August twelfth, I went to Manchester to see the schools at Sandlebridge, with great expectations as to what I should learn and see there. These expectations had been aroused by the fact that all of my advisers upon the Royal Commission, and others, in mentioning the places and people that would be most important to see, had invariably mentioned, first, Miss Mary Dendy and the Sandlebridge Schools. In the words of one of the members of the Royal Commission, "When you have seen the Sandlebridge Schools you may feel, not only that you have seen the best institution for the care of the feeble-minded in Great Britain, but that you have seen an Institution which will compare favorably with the best institutions in any country in the world." These expectations were not disappointed, indeed they had hardly prepared me for what I saw. It was not that the buildings and grounds were expensive, or showy, or impressive. Everything was plain, simple, inexpensive (except the ground itself). But it was the real thing. Here I saw the seriously, even terribly, defective children mentally, the waste product of humanity, such as I have seen among ourselves in a helpless and hopeless condition, lost, fallen, outcast, criminal, unhappy, evil. But I saw them here clean, comfortable, happy, and at home. It is noteworthy that no one wishes to leave Sandlebridge, that they feel it belongs to them and do not wish to run away from their home any more than we do from ours.

As usual, we find here that some one good, kind, sensible person has been the real founder of the Institution, and has applied the motive power to start it running. At Starcross, that person was Mr. Locke; at Sandlebridge it was Miss Mary Dendy.

Sandlebridge is about sixteen miles from Manchester, and is reached from a station on the London and North Western Railway called Alderley Edge. When I reached Alderley Edge, I took a fly, and asked the driver to take me to the Sandlebridge Schools. "Miss Dendy's Schools you mean? Yes," replied the driver, and Miss Dendy's Schools they are. A drive of two and a half miles along a beautiful English country road in fine harvest

weather brought me to a group of four brick buildings. One of these is a school, the other three are the homes and residences where the children live. Two were erected in 1901, and accommodate sixty children, the third has just been erected and is designed for sixty-five children. It cost four thousand eight hundred and five pounds, an expenditure of seventy-four pounds per bed, and is paid for. What strikes one is that the buildings are just right for the purpose. They are not expensive, but they are substantial, well-built and comfortable, and exceedingly well planned, giving evidence everywhere that the special needs of the children are kept in mind.

After going over all these buildings carefully, I saw the farm attached, Norbury House Farm. It was a pleasure to see how thrifty and thriving and tidy the whole place was. There were about thirty-five head of cattle, seventeen sheep, thirty-five pigs, two horses and much poultry. The farm is in charge of a man and his wife, and the big boys (over sixteen) sleep here and work under the farmer's supervision.

Finally, I saw Warford Hall Estate.* This was purchased last year. It was in the market, it was near the original property, it was very suitable for the work of the school, and it consisted of seventy-seven acres, upon which were fine buildings including a large conservatory. It was bought by the governing body for nine thousand three hundred and fifty pounds, and a good part of the price has already been paid, one friend giving a thousand pounds and another five hundred pounds, so as to secure the property. It was taken possession of just in time to get the crops in, which I saw being harvested. Four hundred tomato plants were put in the greenhouse, which have brought in a lot of money, the flowers have also done well, thousands of small potted plants being supplied to the Manchester School Board, another good source of income. All this work is done by the children under supervision, for instance, boys who have just come and cannot do anything else, are set to carry the empty pots to those who are potting, and to carry them back again when the plants are put in them. This large property, with its valuable buildings and equipment belongs to the Lancashire and Cheshire Society for the Permanent Care of the Feeble-Minded, which was founded eight years ago. About ten years ago Miss Dendy, who had done years of work among the poor, was co-opted a member of the Manchester School Board, that is, the elected members of the Board who have power to elect some woman to work with them as a member of the Board, chose or co-opted, Miss Dendy. Visiting the schools in connection with her new responsibilities, Miss Dendy saw in the class-rooms a number of children whom she considered mentally defective. By the authority of the Board, she made an inspection of the Manchester schools, and found between one and two per cent. mentally defective. Her results were confirmed by Dr. Ashby (a great authority) who, upon examination did not find one normal child among those whom Miss Dendy reported as feeble-minded. Public meetings were held, which Miss Dendy addressed. The interest of the community was aroused, the Archbishop of York and Mrs. MacLagan, some members of the aristocracy and a large number of citizens of all denominations united in forming the Society.

It was incorporated, and soon received several valuable gifts from the executors of estates and others, which enabled the governing body to secure the original property and put up the first building. Miss Dendy is the Honorary Secretary of the Society, and lives at Manchester, coming out to

*Since my return it has been necessary to take Warford Hall as a residence for the older girls. There was no money for it, so two generous friends gave £1,000 each for this purpose!

Sandlebridge twice a week or oftener, and taking the general direction of affairs, with the assistance of other members of the governing body. She herself met me at Sandlebridge by appointment, and accompanied me over the whole place, explaining everything to me. During our inspection the time for the evening meal arrived and the boys and girls whom we had seen and spoken to here and there made their way home to tea. On entering the house they all put on their slippers, and their shoes were placed in a row to be cleaned by those to whom the duty is assigned after tea. We went first to the boys' dining room. Here there were three tables, one for the eight to ten big boys who work on the farm and sleep there, but have their meals here. The other two tables held the other thirty-five boys. They all sat there quietly waiting for the late-comers, who came in one by one. There were three or four of the Staff present, who helped a few of the boys to take their seats and arrange their napkins, etc. But nobody made the least disturbance. Miss Dendy spoke to several by name, each one being individually known to her, and when after singing the usual children's grace, they began to eat, their table manners were somewhat wonderful. Each had a mug of milk, the big boys had cocoa, and in front of every third or fourth boy was a large plate heaped with bread and butter or bread and jam, the bread being about $1\frac{1}{2}$ inches thick. The boy before whom the plate was set always lifted the plate carefully, and helped both of his neighbors before helping himself. I never saw a more touching sight than the efforts of some of the weakest mentally, to fold their hands together to say grace. Those familiar with the powers of the feeble-minded will not need to be told that this is a task for them. Slowly, and with difficulty, but finally with success, they brought their fingers together, the attendants encouraging them, and not till all were ready was the grace said.

Great attention is paid to the diet, which is specially supervised by the medical officer. It is plain, simple, and nutritious, little or no meat being used, and no tea or coffee, but plenty of milk and cocoa. The big boys were put through a catechism by Miss Dendy as to matters on the farm. This was her first visit after a holiday in Switzerland. "How many horses have you, boys?" Chorus, "Don't know, Miss Dendy." "Why, how is this? Surely you know how many horses you have?" "Yes, Miss Dendy, but then there's the education horses." We found out afterwards that upwards of sixty horses had been "boarded out" at the farm by the Manchester Board of Education, and hence were known as the "Education Horses." Apparently none of the boys had sufficient enterprise to count them up—a rather significant fact.

Talking over different individuals afterwards, Miss Dendy remarked to me, "These boys of eighteen and nineteen would all have been fathers by this time if they had been living out in the world."

Others were pointed out to me who had already become known to the police, and were certainly fast becoming criminals. They would have been in gaol if there had been no Sandlebridge.

A visit to the girls' dining-room and cloak-room was equally interesting and instructive. The most important and promising thing about the Sandlebridge Schools is that they are intended to be the permanent home of all who come there. The confidence felt in the schools may be seen by the fact that ninety different education authorities have made application to enter children there. The children are, of course, paid for by the education authority who sends them.

The total number of inmates is eighty-six; boys forty-five, girls forty-one. The grant earned by the day school is one hundred and ninety-seven pounds eighteen shillings and nine pence. The institution is under govern-

ment inspection, and has received high commendation from the government officials. The maintenance charges are as follows:

Cost per head for	£	s.	d.
Food (inclusive of officers)	10	0	0
Clothing	1	15	3
Day School Instruction	2	10	0

I beg to acknowledge with sincere thanks, the great kindness and assistance and hospitality, that I received from the Royal Commission, the President, Officers and Committees of the Second International Congress of School Hygiene, and the authorities and officials at Starcross and Sandlebridge. Whenever I mentioned the object of my visit, and said that I came from Canada, I received every possible kindness and help.

SUMMARY.

I. The only satisfactory and thorough method of dealing with the problem of the feeble-minded is to recognize mental defect in children, train them in so far as they can be taught and trained and give them all through life the care and supervision that will enable them to earn at least a part of their living, and protect them from the crimes and evils that threaten them in the outside world. Special classes in the public schools and special Institutions for those needing permanent care are required for this. This matter is being considered by leading educationists in Ontario and the Board of Education in Toronto, on motion by Dr. John Hunter, has ordered a return to be prepared giving the number of backward children in the Toronto Public Schools, and showing what means could be adopted to ascertain and remove if possible the cause of such backwardness.

II. In cities and centres of population, where there are enough feeble-minded children to form a special class, (and about twelve or fifteen of such children are as many as can be managed to advantage by one teacher), these classes, as an integral part of the school system, have been found a great benefit. From these special classes the children are transferred to a special Institution such as a Parental School or Home with a colony attached when they have been sympathetically and thoroughly studied by the teacher and an expert (the school physician), if they are found to belong to the mentally defective and therefore dependent class. This is one of the great advantages of the special class for mentally defective children. The special class is a clearing house. Children will be put into it sometimes who are laboring under such serious physical defects of sight, hearing, speech, etc., as to appear defective mentally when they are normal. The expert knowledge of the physician enables him or her to understand the real state of affairs, and point out the remedy. The teacher of the special class gives the children individual attention, and the child goes back before long to his rightful place with other normal children. Other children find their way to the special class whose mental defect is so slight that they will not necessarily be dependents but may, especially if they have a good home, fill a place in the world, though a small and sheltered one, successfully.

III. Where special classes have been tried, and they have been established now for many years in Great Britain, on the Continent of Europe and in the United States, it is found that more than two-thirds of the children who are in them are seriously defective mentally and will always be dependents. From the special schools, then, as a rule, they should go very soon to

a special Institution as their permanent home—a place where they can be taught to be useful and happy, and where their powers and capacities may be made the most of for their own good and the good of the community.

IV. These children should be taken charge of about the age of six or seven (which is the age of admission at most of the successful Institutions for the feeble-minded). Those who can be taught to read, write, and do arithmetic, should have about one or two hours' teaching in these subjects every day, and many of them can learn music. The rest of their time, except when they are playing, drilling, or otherwise taking fresh air and recreation should be spent in learning various useful trades and occupations including housework, laundry work, farm work and every profitable and useful employment that they can learn. As they grow older, they should be treated somewhat differently and any of them who can act as helpers, attendants and members of the staff of the Institution should by all means be placed in these positions, but the really feeble-minded should never, under any circumstances be allowed to go out into the world, and it is quite possible to make them so happy and contented and interested in their home that they will never think of leaving it. No training, no education, no care, no supervision, will ever change a defective mind into a normal mind.

Boys and girls should be in separate buildings, or in entirely separate parts of the same building, and little children should not be with older ones. Careful classification is important.

V. The consequence of not providing for feeble-minded children in our schools so as to enable them to do something to earn their living under the permanent supervision of the government, is that we are compelled to care for them later on, when it is not only too late to train them in industrial pursuits, but when they are in some cases, criminal, in some cases vicious, in many cases fallen and the parents of feeble-minded children, and in nearly all cases unhappy and useless, a burden, a danger, and a great expense to the Province.

VI. Custodial care is urgently required for the class so often brought to the attention of the Government by the National Council of Women and others, namely, those feeble-minded girls and women who are so frequently found in Homes, Refuges, County Poor Houses, Maternity Hospitals, etc. Dr. Lamont, one of the medical officers for the City of London of the Local Government Board, informs me that such women and girls frequently come under his notice and that they are committed by him to the asylums, under section 24 of the Lunacy Act of 1890. In giving evidence before the Royal Commission this mode of procedure was favorably commented on, and there can be no doubt of the wisdom of making the best use we can of all existing Institutions until we have a separate Institution where the custodial care of such feeble-minded persons may be secured in such a way as to utilize their undoubted capacity for doing good work of many different kinds, thus partly or wholly maintaining themselves. Laundry work, dairy work, work in gardens and conservatories, the work of the Institution itself, sewing in all its branches, lace making, weaving, basket-making, and many other occupations are suited to them and are carried on in such Institutions all over the world.

VII. But, for two reasons, to provide for such feeble-minded girls and women alone is not a satisfactory solution of the problem. First, no provision is made for feeble-minded men and boys. It appears to be generally agreed that the number of feeble-minded boys born is larger than the number of feeble-minded girls born. Second, by the policy of doing nothing till these girls and women become inmates of some Institution, (and that means

in most cases till they are mothers), we have lost the chance of training them to lead happy, useful and honest lives, paying all or part of the cost of their maintenance. Besides, we have then to deal with their children, who should never have been born, and we thus instead of solving the problem, pass it on, in a still worse and more insoluble form, to the next generation. This is a waste of money and of more than money.

VIII. It is always to be remembered, in discussing this problem, that in providing for the care of the feeble-minded the government and the people are not taking up a new burden. We pay the cost of the maintenance of the feeble-minded now, and we pay it all, instead of the feeble-minded themselves, (who are in many cases good workers if they are taken hold of and trained in early youth), paying their own way, partly or wholly, by working under supervision.

The jails, the Mercer Reformatory, the hospitals, the rescue homes, the refuges, the county poor houses, all of which Institutions are supported now by the government or get large government grants, have a number of feeble-minded persons as inmates. At least two-thirds of the inmates of the Industrial Refuge at Toronto are feeble-minded, and about the same proportion is to be found in the Mercer Reformatory, and there are none of the county houses of refuge that have not a considerable number of feeble-minded persons among their inmates.

APPROXIMATE ESTIMATE OF THE ANNUAL COST OF CARING FOR THE FEEBLE-MINDED IN ONTARIO.

TOTAL ANNUAL COST	\$50,000 00
I. THE PEOPLE OF THE PROVINCE OF ONTARIO PAY EVERY YEAR:	
For the 206 feeble-minded persons cared for in charitable Institutions	\$23,308 90
For the feeble-minded persons cared for in county houses of refuge	20,000 00
II. THE PEOPLE OF THE PROVINCE OF ONTARIO HAVE PAID:	
For 37 feeble-minded persons confined in jails, \$203.50, (either in 1906-7 or immediately previous thereto) or per annum approximately	101 75
For 123 feeble-minded women in the Andrew Mercer Re- fuge, \$32,711.86, (during the last 6 years and including previous sentences in a few cases) or per annum ap- proximately	5,000 00
III. THE PEOPLE OF ONTARIO WILL PAY:	
For 20 feeble-minded children sent to Orillia Asylum, \$13,713.60. (Calculated on a basis of eight years' resi- dence for each inmate).	
Per annum approximately	1,714 20
	\$50,124 85

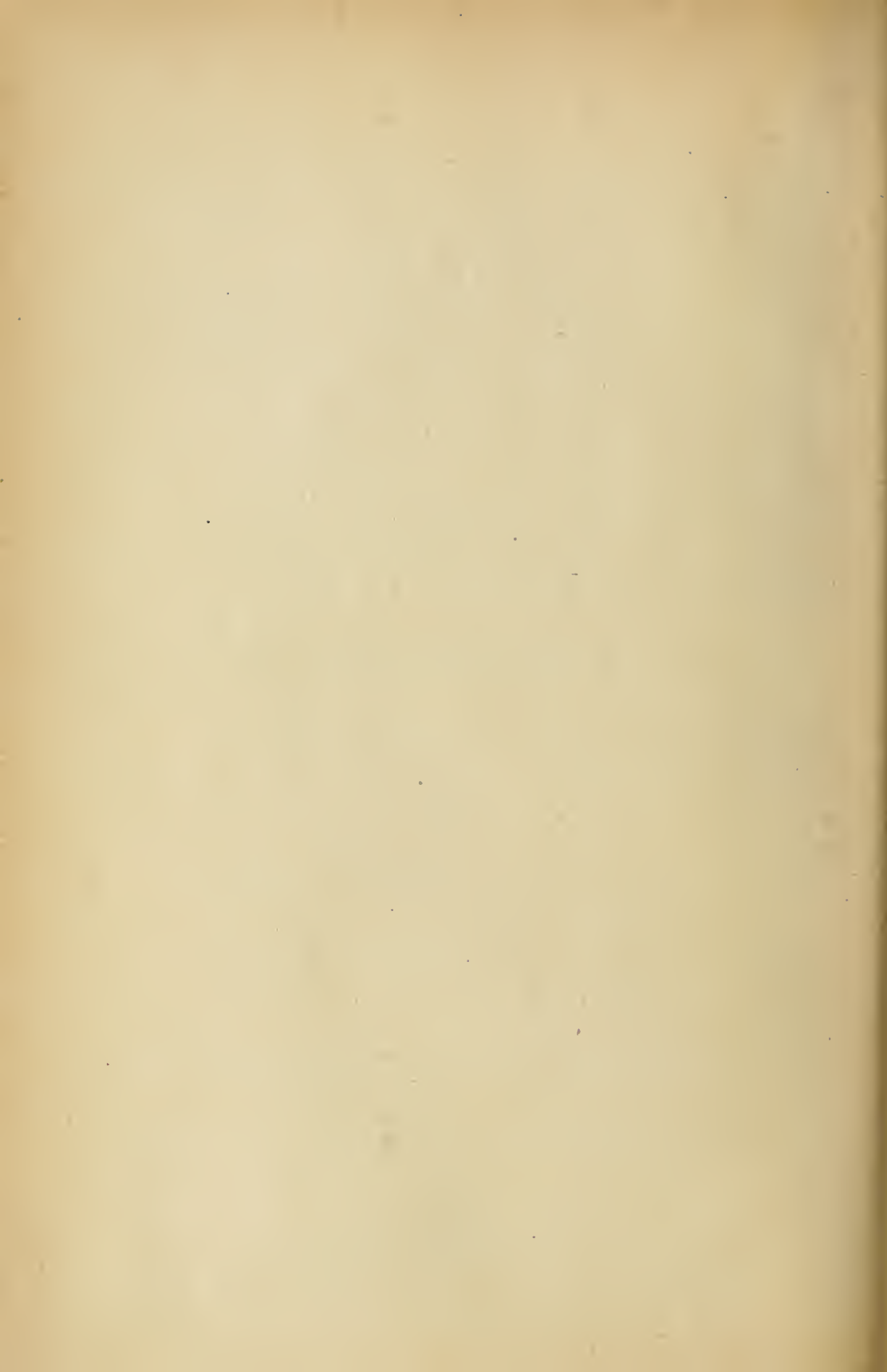
I have the honor to be,

Sir,

Your obedient servant,

January 31st, 1908.

HELEN MACMURCHY.





Feeble-minded woman ; inmate of a maternity hospital.



Neglected feeble-minded girl and offspring.

Third Report
of the
Feeble Minded in Ontario
1908.

BY
Dr. HELEN MacMURCHY
TORONTO

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THIRD REPORT
OF THE
Feeble Minded in Ontario
1908.

To the Honourable, W. J. HANNA,
Provincial Secretary.

SIR,—I have the honour to present a third report, dealing with the present condition of the feeble-minded in this country, and also giving some information as to methods adopted for the care and control of the feeble-minded in other countries, especially in the United States of America and in Great Britain, including some reference to the recently published report of the Royal Commission in Great Britain.

There is an increase of public interest in the matter in this province, as is evidenced by frequent reference to it in the Press, in public meetings and in private conversation. I have had a greater number of applications this year for investigation, advice and assistance in dealing with the feeble-minded and have been obliged to devote a good deal more time to this work.

The Inspectors' section of the Ontario Educational Association had an earnest discussion on the problem of the feeble-minded at their annual meeting in 1908, and I have repeatedly been asked to visit schools and homes for the purpose of confidentially advising and assisting teachers and parents, who had mentally defective children in their classes or families.

NOVA SCOTIA.

THE NOVA SCOTIA LEAGUE FOR THE PROTECTION OF THE FEEBLE-MINDED.

A good deal of interest in the welfare of the feeble-minded was aroused in the other provinces of Canada in the year 1908, especially in British Columbia and Nova Scotia. On June 3rd, 1908, a meeting was held in Halifax, Nova Scotia, for the purpose of taking action in the matter. The meeting was largely attended and it was determined to form at once The Nova Scotia League for the Protection of the Feeble-minded, with the ultimate object of establishing an institution expressly and solely for the reception, the training and the protection of what is the most pitiable class in the world. In the absence of His Honour, Lieutenant-Governor Fraser, who was obliged to be out of town, but sent a letter expressing his hearty sympathy with the movement and pledging his support, the chair was taken by His Grace Archbishop McCarthy. A large and interested audience attended the meeting, among whom were a number of clergymen, physicians, lawyers, and other representative citizens. Several officials were also present, including Dr. Sinclair, Inspector of Humane and Penal Institutions for the

Province, and Dr. Fraser, Superintendent of the School for the Blind. The Halifax Local Council of Women, who have greatly aided the movement, were also well represented.

His Grace gave earnest, convincing expression to his own sense of the crying need for an institution purely for the feeble-minded. He proposed, he said, to speak plainly—it was a matter in which the hideous facts within his own knowledge required the plainest possible speech, if the public of Halifax and of the province at large are to be placed in a position to understand just what is going on and why public interest should be aroused.

His Grace characterized work in behalf of the feeble-minded as the most charitable work in the world in his opinion. None, said he, could be more blessed of God.

He was in a position to state that at the present time a state of affairs prevails calculated to shock any mind in which there remains a recognition of the dignity of our humanity. There were, he said, not a score, nor a hundred, but over a thousand feeble-minded persons in the province. Not only so, but feeble-minded children were enrolled in every public school in Halifax.

The fact that feeble-minded girls are, invariably, an easy prey for bad men, supplied a problem of enormous seriousness. He would cite one case. A woman living in one of the Nova Scotia towns had come in grief and horror to him to say that her daughter, feeble-minded and 27 years old, was about to become a mother and that the father of this girl was the father of her child.

Proceeding he sought to show how the ranks of criminals are largely, as shown by statistics, recruited from feeble-minded youth, and concluded with a re-iteration of the statement with which he opened his address, that his deepest interest was in this movement, for which he wished truly "God speed."

It was then moved by Dr. Fraser, and seconded by Dr. Frank Woodbury;—

Whereas, in the public interest it is necessary and expedient that active measures be taken for the training and care of feeble-minded persons in the Province of Nova Scotia;

Therefore resolved, that we hereby form ourselves into an association to be known as the Nova Scotia League for the Protection of the Feeble-minded."—Carried unanimously.

Dr. Fraser, in its support, gave a truly masterly presentment of the present condition of affairs in the Province—a condition which, said he, "furnishes a real menace alike to the physical and moral status of our people." There are now, said he, to point his assertion that the state is paying the penalty in heavy burdens, in the poor house in Colchester, as the result of the unprotected state of one feeble-minded woman alone, five little children, the oldest not yet eight, and all feeble-minded.

In seconding the resolution, Dr. Frank Woodbury cited facts which had come to his knowledge as one of the medical inspectors for the Public Schools, to show the need for protection of the feeble-minded and their care and training in some institution exclusively for them. He was heard attentively as he set forth the aspect of the problem from the standpoint of a medical man.

The resolution was enthusiastically passed, as was also a second one to the following effect:—

"Resolved, that an executive committee, composed of twelve members, be appointed to further the objects of this league, and to take such steps

as they may think best to bring before the Provincial Government, the Legislature, the Municipal Councils, and the public in general, the need for the training and care of feeble-minded persons."

This was moved by the very Rev. the Dean, who, in referring to the need, expressed the opinion with genuine earnestness that not "usefulness to the state," but the higher ground of our duty to those who are at our mercy—the charitable motive should be ours. The present age, said he, was, he feared, actuated by too commercial a spirit. There could be no nobler, more essentially Christian work than protection of the weak. (Applause.)

The resolution was seconded by the Rev. J. W. Aikens and carried unanimously.

The following executive committee was then appointed, every member having intimated a willingness to serve:—Charles Archibald, Joseph A. Chisholm, Mrs. William Dennis, C. F. Fraser, F. B. McCurdy, Dr. E. McKay, Mrs. Geoffrey Morrow, Mrs. O'Mullin, Dr. Rankin, Dr. Eliza Ritchie, F. Woodbury, M.D., Mrs. F. Wood.

All those present registered as charter members of the league.

ONTARIO.

INSTITUTIONS CARING FOR THE FEEBLE-MINDED.

Two institutions in Toronto have distinguished themselves, not only by receiving feeble-minded inmates (no charitable institution and no corrective institution in the province can well refrain from doing that) but by the success with which they have dealt with them, and the skill and kindness which the superintendent and staff have shown in placing them, teaching them, and making them happy and contented, and developing their small powers. The first of these is the Industrial Refuge, on Belmont St., which, in consideration of this work, received a special grant from the Government. Additional accommodation has been provided to enable feeble-minded inmates to be received, and the grounds have been rendered private and safe for the use of the inmates by a brick wall. There are in the Industrial Refuge between 50 and 60 feeble-minded women among the 67 inmates (and only six more can possibly be received, though far more than that are awaiting admission), including a large number of special cases which have been gradually transferred here. Most of these are of such a character that not more than one or two of them could be placed in the institution in any one week. Time has to be allowed to enable such material to be assimilated as it were. The improvement made by a few months, or even weeks, in such an institution as this is marvelous. One woman, who had been a most difficult case and who had been cared for during a series of years by the House of Industry, the Children's Aid Society, and other benevolent agencies as well as by many citizens from whom she begged, was at last induced to enter the Refuge. She never had worked, as far as I know. Her children were the picture of neglect. Her person was untidy and dirty beyond description. Her mentality (if it can be so called) was of such a low grade that she could not understand any attempt at reasoning or remonstrance, however simple. She had no idea of industry, and on entering loudly proclaimed her intention of leaving shortly and abused everyone who had had anything to do with bringing her there. She was taken to the laundry after being made more fit to be seen than she had been in years. Everyone in the place was at work. One of the girls made room for her. She set to

work and has quietly continued to attend to her laundry work and takes her place among the others, apparently quite contented.

On Christmas Eve, I went to visit the inmates recently placed here. The improvement in appearance and manner was remarkable, but most of all I was impressed by the look of contentment and happiness which now characterized them in contrast to their former appearance. That was the greatest change. The first to come into the room with an eager and interested look on her face was a girl who had been the despair of the———Home. Placed in half a dozen situations she had been promptly sent back as useless every time. Her bad habits rendered her presence in the———Home intolerable and she herself had a sullen, moody face and forbidding manner when I saw her first. Now, with her black hair prettily done and her black eyes shining, neatly dressed, with a clean apron on, she did not look like the same girl.

E.P. followed her closely and put her arm around my waist on sight. A year ago poor E.P. was on the downward path—no use to herself got her into the house. Now she is one of the best girls.

A.A. followed third, a red-haired Scotch girl, who got good wages at a factory down town and earned enough money to keep herself well. There was no trouble about earning the money, but she had no sense about spending it or about anything else, and was found by the police at 2 a.m. wandering through the streets. She told a long romance in which there was not one word of truth, was taken in charge by her friends, ran away, was again found by the police in bad company and finally placed here. A.A. has been a really good girl for the past six months and showed me with pride some beautiful drawn work which she does after hours and is allowed to sell and keep the money for herself. All these cases are markedly feeble-minded and there are many others in the Refuge, but I will mention only one more.

Mrs. A.P. This woman has been married about four years and she has one child, L.P., about 3 years old. She is very feeble-minded as almost any one could tell by looking at her. Her husband, A.P. is also very feeble-minded. Everything was done to prevent the marriage, both by his family and by hers. But they persisted, and went to three different clergymen. The first refused to marry them on sight, so did the second. Finally the third married them. Their means of support consisted of one dollar per week, which the man earned by washing dishes most of the day in a restaurant. He soon lost this position and went back home to reside with his family, leaving his wife and child to go to the Haven, at which place they arrived in extreme destitution and dirt. Taken in, cleaned, cared for, they stayed there a few weeks, then the husband turned up again, announced that he had got a room, and they all went off together. History, as usual, repeated itself. The wife and child again appeared at the Haven as before, but at this point in the cycle I was notified by the authorities and informed that the woman was again likely to be a patient at some maternity hospital. The year old child was ill and was removed to the Children's Hospital. The mother was told by me that she could not remain at the Haven, but that I would try to get her in somewhere else. She agreed to go to the Refuge, where she has worked very fairly, and on Christmas Eve she looked clean, respectable and fairly contented. She asked about her child, for whom I had with great difficulty secured admission to the Girl's Home, and taking a little string of beads from round her own neck she bade me give it to her child. The child has improved a good deal in the Children's Hospital and Girl's Home. She can both walk and talk, but already shows signs of being

mentally defective, and for that reason the authorities at the Girls' Home have refused to keep her. Where can I put her? There is nowhere for her to go.

These are only four cases—I might go on and describe forty in the same institution.

Another institution which is doing a great and good work for the feeble-minded is the Haven on Seaton street. It only goes to show what we could do if we had an institution specially devoted to the care of such cases, when the interest and help of a superintendent and staff, (already overburdened with work), cheerfully given in their spare time, has achieved such good results so soon. Besides, the superintendent and staff had to deal with defective material spoiled further by wrong treatment, most of them either criminal or prostitute or both, at the age of 20, 30, 40 or more. What could we do if we had them when they were children, somewhere between 3 and 13? These remarks may be best illustrated by a few notes on some of the cases at present in the Haven, for which I am indebted to the superintendent.

E.H., 34 years. Came as maternity case. Child adopted. Feeble-minded and fierce tempered. Will try to injure anyone vexing her. Is improving—violent fits much less frequent. Works well in house work. Passionately fond of flowers.

A.S., 31 years. Came from North Ontario to be cared for. Very weak minded. Is gentle. Improving in mechanical work—irons well. Learning to sew well—but could never put the simplest garment together without repeated guidance. Is generally amenable and gentle. Occasional fits of temper.

A.L., 37 years. Feeble-minded and vastly immoral before being restrained. Bestial. Seems to have forgotten such tendencies. Works well but at simplest tasks. Find it necessary to keep her constantly employed. Has no mentality, but is improving mechanically.

I.E., 21 years. Half witted. Homeless and being dragged into immoral life. When admitted five years ago nursed her doll, sucked her thumb and wept all her time. Now, can do housework well, also mangling and ironing. Tends fire. Has learned to sew very neatly and is learning to read and write. Putting forth great efforts. Is committing passages of Scripture to memory and learned many hymns. Is bright and happy. No time for tempers. Takes immense pleasure in her own progress. Needs continual direction.

A.L., 20 years. Weak minded. In talking repeats herself over and over again indefinitely. Good mechanical worker. Has learned to sew neatly. Is learning to write, but doubt if she will ever read. Gentle and willing. Cannot work alone.

R.G., 21 years. Weak-minded and unable to care for herself. Works well after much training. Is willing and anxious to do well. Has learned to sew well. Could read and write a little when admitted—is improving rapidly and most anxious to learn. Slow at arithmetic but making great mental effort, and taking pleasure in it. Needs continual direction in all work.

M.C., 50 years. Weak-minded. In talking runs on with continual repetition after fashion of "House that Jack built." Draws largely on imagination. Has improved greatly. Answers door in fairly decent manner. Sews well and neatly. Takes the most devoted care of an old woman who is her charge. Has wonderful "bump of locality"—and will find any house in any direction. Is now learning to read and write—expending immense

effort. Will take her book (First Reader) off alone and con over spelling, etc., by the hour.

Mrs. C. C., 28 years. Feeble-minded and epileptic. Husband in asylum and two children adopted. Sweet-natured and pure-minded—no memory. Send her to close door, etc., and she would go to place and forget what she was sent for. Often eats a meal and forgets and would commence over again if not watched. Has improved greatly in 2½ years. Irons fairly. Does dish-washing and cleaning well, if directed every five minutes or oftener. Sews beautifully and is learning to read and write nicely. Has not had a fit for over a year—though they were formerly very frequent. Fragile health.

A.B., 30 years. Weak-minded and immoral. Very nervous—fierce irritable temper. Manageable by kindness and appealing to reason while under control. Very neat worker. Improving, although very nervous about working before others and abnormally sensitive about being under observation.

L.D., 21 years. Weak-minded and unable to take care of herself. Believes herself to have every ailment she hears of. Posed as a maternity case, and was found to be wearing a blanket tied under her clothing. Quarreled with everyone when she first came 2 years ago. Has improved lately greatly. Says she is determined to be a credit to Superintendent. Does cleaning beautifully. Sews beautifully and has also learned to read and write fairly.

E.H., 25 years. Subject to lapses. Does beautifully and works with good understanding and mental grasp for sometimes months—then slips back in every way for a time. Is influenced by every breeze. Is improving greatly and making strong mental effort, especially in studies. Does well whatever she undertakes. Is also making moral effort. Has violent uncontrollable temper—which has only shown itself once for a few minutes during the past year. Intensely fond of children.

M.B., 26 years. (Looks much older). Extremely feeble-minded. Was cared for, washed and dressed, etc., all her life, although liking outdoor work. Childish in likes and dislikes. Would follow one round like a dog and without so much apparent intelligence as one a year ago. Has brightened wonderfully. Hangs out clothes and helps in wash room. Dresses herself neatly daily, although still having to be bathed and changed. Is learning to read and write quite nicely and intelligently. Is gentle and happy.

C.G., 42 years. English. Eight years in Canada and city. Father a respectable and fairly well-to-do business man—left each child some little sum of money. G. married and had one child—came to this country. In about three months husband went to United States to better himself, incidentally taking her money. Only heard from him once. Managed to get along with civic help for about year, when her child, a lovely little boy, died. Since then she has drifted and gone downward. Had several situations found for her but has been incapable of sustained effort. Has done more at rag picking than any other form of employment. Has a great fondness for bright colours—used to deck herself—hair and neck and waist—with bits of ribbon, or indeed of any bright coloured rag she could find—pinning them on to hang like streamers, so that she is better known in “The Ward” by the name of “Ribbons” than by her own title. Has rather a wandering nature and has drifted into immorality more from the necessities of the case than from depravity. Is gentle and affectionate and in a sheltered home might have passed muster—but was simply incapable of facing and dealing with the tragedies of her life.

W.P., 27 years. Respectable family. Is of a quiet, gentle disposition, amenable to authority and kindly—but seemingly incapable of taking care of herself. Has had two children within three years. The first died—seems very fond of the second. Gets into trouble when she is away from her relatives in situation. Seems to have seasons of wilfulness. Is easily trained industrially.

H.T., 25 years. Weak-minded and of decidedly immoral tendencies. Has had three children, two of whom disappeared mysteriously. Is very fond of the third. Is always trying to be observed—jumping and screaming upon the street, etc. Is rather untidy in her ways. Has learned to do general housework fairly, when she likes. Has learned to sew beautifully. Is somewhat careless in her studies. Often makes rather bright remarks. Certain tendencies and tricks of manner, noticeable in both mother and grandmother, are strongly marked in her. Absolutely unable to protect herself.

S.M., says she is 26, looks 46. Feeble-minded. Cannot find out anything of her family or past life. Wandered in here to look for a home. Laughs aloud at her own thoughts often. Is gentle and inoffensive. Untidy in her work and has to be told the same thing over every five minutes. Makes no friends and goes off by herself at every chance.

M.W., 21. Feeble-minded. Is a great sufferer. Has been here a year. Is improved greatly, although it is impossible to give her much training, on account of physical sufferings. Loves to care for babies and always has one or two on her bed. Very sensitive to kindness, but also needs bracing. Is wonderfully patient and grateful.

P.K., 27. Maternity case, second child. Has been washed and dressed by her mother all her life. Feeble-minded. Physically strong. Very kind-hearted and seems willing. Cannot tell her own name. Think she is capable of training with time.

M.H., 24. Morally weak. Has had 4 illegitimate children. Somewhat stupid and very deaf, which retards improvement. Good worker at general housework. Bright enough in some ways. Draws upon imagination. Is easily guided by kindness when under control. Think she is capable of great improvement under restraint.

All these cases, without exception, are very fond of music, and many of them sing well. They are, also, all fond of, and mostly very kind to children. They take great delight in learning new things—in bright colours and in flowers. These are all taking great interest in committing to memory passages of Scripture. Most of them are rather quarrelsome, though capable of conquering this and controlling themselves to a certain extent. Most of them have no regard for truth and draw upon the imagination at every point without seeming to know that they are doing so.

The value of the custodial care given to these cases by the Haven is very great. These poor women live here fairly industrious, decent and happy lives, instead of being a menace to society, and by this means the continued increase of the weak-minded and imbecile is restricted. Not only are they given home and food and shelter from the horrible pitfalls set for these poor maimed ones, but they are also being trained to take their share in the world's work, and a greater degree of intelligence is being developed in them by means of the training given in industrial departments, and also in the various classes established for their mental and moral development. This year a sewing class was begun for them, which is largely attended and very popular, being looked forward to as to a weekly treat. In this class the girls are taught to mend their own clothing, and that done,

to make garments, and as a sugar coating to the pill, are then given a little simple fancy work.

On Saturday evenings they have a choral class, also greatly enjoyed.

Another effort along educational lines is the commencement of evening classes, where these poor untrained minds are taught Reading, Writing and Arithmetic.

EDUCATION OF FEEBLE-MINDED CHILDREN.

The modern State has undertaken in some sense the education of the child; not of the whole child, for we still recognize that much of the best education can only be given in the home. The evolution of State systems of education has proceeded on several convenient and partially proved theories, such as, for example, the existence of the average child. The teacher knows that there is no such thing as an average child. The average child this week may be above the average, next week. Moreover, the child far below the average in history may be far above the average in algebra. Great actual and potential differences will be found, whether you consider home conditions and training, industry, health, staying power, ambition, personality, mental accuracy, grasp, acuteness, or promise or power of improvement. Mentally defective children learn more and learn it better with the hand than with the mind. The three R's do not possess the same value and significance in their education that they do in the education of normal persons. Reading, writing and arithmetic are chiefly important as a means of imparting and receiving ideas and of training the reasoning faculties. But the feeble-minded cannot often impart ideas in writing and few of them can receive ideas from reading, nor can we train reasoning faculties when there are no reasoning faculties to train. Besides, we remember what a recent acquisition the three R's are in the history of the human race. The picture writing of the Egyptians in its earliest form dates back not more than 6,000 years, the Phœnician alphabet took 500 years, from the 10th century to the 5th century B.C., to be developed, and the small letters of our own alphabet did not arrive in the land of our fathers until 100 A.D. In regard to arithmetic, the case is still more striking. Many of the ancient European nations knew no more arithmetic than the Polynesians do to-day, and Strabo records that the people of Albania in his day did not know how to count beyond a hundred. It seems very probable that in this, as in other matters, the mentally defective child represents a reversion to an ancestral type of humanity when on its way up to civilization. Stranded on the shore of the sea of modern life, the feeble-minded show not only reversion to an ancient and lower type but also an inborn incapacity for making normal mental gains, whereas, the most backward and neglected of normal children, however poorly furnished or empty his mind may be, has, as Dr. Donkin says, an inborn capacity for making normal mental gains. A defect and disproportion, similar to that found on the intellectual side, is to be found on the moral side. In the normal individual the higher faculties, at least as a rule, control the lower appetites and passions. There is some sort of balance, judgment, moderation and government. In the sub-normal individual the lower animal faculties often rule, because the higher powers are scarcely present.

Theoretically, all pupils of a given grade are supposed to be of the same age, strength, knowledge, and power of acquirement. But it is not so. Out of 1,000 Ontario children, you will find infinite variations in all the respects enumerated above, and you will probably find at least one who is

not able, and never will be able, at any age, with any advantages or any training or any other means, whether supplied by the state or by his own family, to compete on equal terms with his normal fellows or to take care of himself and manage himself and his affairs with ordinary prudence. Studies undertaken in certain of the schools of Ontario and information received from many parents, inspectors, and teachers interested, as well as my own investigations, have placed this fact beyond a peradventure. These children are there. I have seen them. And they are feeble-minded—a fact that has always been evident to the teacher and often to the parent, before I saw the child at all.

What, then, are we to do with them?

First of all, what have older countries, to which this is an older problem, done with them? The preliminary observation may here be made that an opportunity is now passing our door, which the statesmen and educators of older countries would give much to recall. Even in the neighboring Republic, a country but little older than our own, though with a more crowded and more foreign population, the special reports of the census office show that there are nearly 200,000 defectives and that of these over 100,000 are feeble-minded, *i.e.*, in contra distinction to those who are idiotic, imbecile or insane. In Great Britain, a much older country but with only about half the population of the United States, the labors of the Royal Commission have enabled them to present an estimate of the number of feeble-minded as 150,000. So far as statistics are available we have in Ontario a far smaller number and smaller proportion, and it may be unhesitatingly affirmed that if provision were now made for feeble-minded children, and for the care and protection of feeble-minded women and girls, that number would never increase and might even decrease. Nothing could be more economical, more sensible, more patriotic, or more kind, humane and Christian than to do this. We pay the bill now, not only for the maintenance of the feeble-minded and their children, but for the crimes they perpetrate and the idleness and worse in which they live. We put them into institutions now, but at the wrong time and in the wrong place. There is no use locking the stable door after the steed is stolen.

G. P., aged 69, and Mrs. W., aged 70 (see last report), are still being brought up every few months in the police court and go to the gaol or the Mercer. They have spent all their lives, with a few days' interval on the street, in one or other of these institutions. They should have been placed in a home for the feeble-minded at the beginning of their career, and if they, and such as they, were taken care of, we would not need to enlarge our penal and charitable institutions, but might close some of them up, a consummation devoutly to be wished. And G. P. and Mrs. W. are only specimens of a few hundred others in Ontario. So that when we recognize the present opportunity for wisely dealing with this problem, one of the most important considerations is that the opportunity is a passing one and will never return. From the information now in the possession of the Government of Ontario, I am of opinion that the feeble-minded population of this province increases by at least 100 every year. It is some little comfort to reflect that the increase would have been appreciably larger, but for the efforts the Government has already made through this investigation, through the special accommodation provided at the request of the Government in certain charitable institutions, and through the efforts of many private individuals, both specially connected and not specially connected with charitable and penal work, who have given every assistance in their power to the efforts made by the Provincial Secretary in this direction.

As the *Christian Guardian* observes in commenting on the second report on the feeble-minded in Ontario, "The Government is the only agency by which the feeble-minded of Ontario may be kindly but firmly taken in hand and placed where they can be prevented from perpetuating pauperism, idiocy and crime. Does not every sentiment of humanity demand that this step shall be taken?"

It is quite certain that a large proportion of defectives have recently, or when they were children, been sent out to this country from older lands. Many of these cases have been definitely traced, and in a good many cases investigated. I find that the feeble-minded are not all native-born. But on the other hand, many of them are native-born.

"The social misery the feeble-minded cause is appalling, greater than that attributable to any other class: yet they remain not only uncounted, but largely uncared for."—*Charities and the Commons*.

And they are often unnoticed when they emigrate.

We may now consider what has been done by other countries towards the solution of the problem of the feeble-minded child.

It is accepted as a principle in countries where state education has advanced and flourished that all children capable of profiting by instruction should receive that instruction. Therefore, special small classes in large schools, and special schools in great cities for the education of feeble-minded and other atypical children were established after the advent of state or public school education in the nineteenth century. The first country to establish these was Germany, where they are known as Auxiliary Schools, and where in 1859 the first Auxiliary School was approved and began its work. The honor of the beginning is due to Herr Haupt, a School Principal, who, after a long and useful career as School Superintendent and Privy Councillor, died in 1904. This was in Halle in Prussian Saxony, where there may still be seen in the minutes of the meeting of the School Board, held on September 28th and 29th, 1859, that they determined "to form a special class for defective children, now numbering 17, with possibly two hours for instruction." One hundred and eighty cities in Germany now follow the good example of Halle, and there are now under instruction in these schools 583 classes for pupils of "weak endowment" with an enrolment of 6,623 defective boys and 5,300 defective girls. Austria, Hungary, Switzerland, Italy, Sweden, Norway, Denmark, Great Britain, Australia, and the United States of America, all have special classes for mentally defective children. It will thus be seen that if we are to make good our claim to being in the van of educational progress, and of wise and progressive administration of Charitable and Penal Institutions, the Province of Ontario can no longer afford to neglect the problem of the feeble-minded.

It is against the advice of our best educators that it has been neglected so long. As with the nation, so with the individual pupil, the opportunity passes swiftly, and when it goes, it goes to return no more. The most hopeful years of training with the feeble-minded are from 3 to 13. Think of the fate of the boys and girls, many of whom I have seen and carefully examined, who have been in Ontario schools between the ages of 6 to 14 years. Eight lost, wasted years. Eight years of dissatisfaction, discomfort, disappointment for some teacher who had a feeble-minded child to handle in a class along with 40 or 50 normal children. Eight years of retardation, handicap, and annoyance for the 39 or 49 other pupils in that class. Eight years of misery and deepening degeneration for the poor feeble-minded child himself, who is losing his last little chance of some development of his powers, which, though small and feeble, are powers worth men-

tioning because they can be developed and they can help to maintain him and keep him safe, contented and happy in a suitable environment, (viz., an institution). Consider the school history of the feeble-minded child. The conscientious teacher tries to teach him what he teaches the others. No use—the child fails entirely to comprehend the work, the teacher fails entirely to get the child to co-operate with him or with the class. Indulgence, patience, sternness, perhaps, alas, harshness, alike fail, but the poor child cannot understand why the teacher is so strict with him and feels that his companions not only do not have the same troubles, but that they are only amused by his difficulties. The teacher still, very likely, spends more time than he should on the feeble-minded child, but he is gradually losing interest in him, and there the poor feeble-minded child sits, as much out of place as a cinder in the eye, a passive and unhappy listener, moping and brooding and longing to stay away from school. The time for promotion comes—he cannot go on with his class, he remains for years in the infant class, or the entry may be read in the school register—"Promoted only on account of his age and size." The unpromoted pupil is finally released from school but only to meet worse troubles. We see these pupils in every Police Court. Here is a typical example from a daily newspaper in London, England.

Judge (to a 15 year old boy who is physically extraordinarily well developed): "Why don't you work?" Boy, "I can't." Mother: "He will be 15 this year and can leave school." Judge to boy: "In which class were you?" Boy: "In the first." Judge to boy: "But that is the infant class. Say, my boy, how many weeks are there in a year?" Boy: "I don't know." Judge: "Did no one ever tell you?" Boy: "No." Judge: "How many days are there in a week?" Boy: "I don't know." Mother: "In certain lines he is not very talented, but in others he is just that much cleverer. Yesterday morning he took a shilling out of his brother's pocket and spent two hours eating and drinking in the public house. He won't work; he only wants to eat and drink."

How different the result when these dregs of the school, whose otherwise inevitable doom is to become the dregs of society are recognized for what they really are and rescued by the scientifically trained teacher, and the school physician, working under the kindly auspices of educational authorities who are too wise and progressive to neglect and despise the feeble-minded child. There is only one thing to say about such educational authorities, such teachers and such school physicians—*O si sic omnes*. And we have them all in Canada awaiting the time when the Government and the people of the Province set them to work.

The chemical laboratory and the scientific chemist have made, from by-products of coal and petroleum once thrown away, illuminating gas, natural oil, coke, asphaltum, aniline dyes of all the hues of the rainbow, benzine, gasolene, and all the paraffins and coal-tar medicinal products indispensable to the modern physician. There is great profit in such applications of modern chemistry to their business by the progressive manufacturer and merchant. It is good for business and good for the country. It would be still better for the country to make out of life's dregs and by-products, out of the lives now wasted and worse than wasted,—unemployed, unemployable, ignorant, untaught, useless and criminal—to make out of these persons something better, to develop them into persons who, though not up to the normal standard of humanity, are still useful, self respecting, well-employed, partly self-sustaining and happy, and this can only be done to the best advantage when they are recognized early, before they

have passed beyond school age. Three to thirteen are the most hopeful years. It is really only justice—justice to feeble-minded children and justice to the community, that they should be so dealt with. Contrast the helpless, hopeless, unpromoted and unpromotable child left to sit uncared for, with a child of no better mental endowment who has had the good fortune to be placed in a special class. He and his companions can now notice that he actually makes some progress. He feels that the teacher is teaching him. No one is angry with him, no one scorns him. The teaching is suited to him, and into the hitherto impenetrable darkness of his mind rays of light occasionally shine. Time is needed. Often the teachers of special classes tell us that after three months, after six months, even after a year, a pupil who seemed quite incapable of improvement at first will at last wake up and show signs of some possible improvement. One very important thing is to classify such children with those nearest their own mental condition. Nor is this the only advantage of the special class. The mental action of the normal individual may be compared for swiftness with the lightning flash. The mental action of the sub-normal child may be compared for slowness to a foot's pace. If a man passes us at the speed of lightning we can scarcely distinguish that he is a man. If he passes us at a foot's pace we can see every feature, change of expression, detail of dress and appearance and mode of motion. So we can learn more of mental action by studying the feeble-minded child than by studying the normal child. This is well brought out in the report of the Board of Education (London), pp. 35, 36; (Hon. Augustine Birrell, President of the Board of Education, Sir Robert L. Morant, Permanent Secretary).

"During the year, numbers of teachers in training have visited special schools of various types throughout the country for purposes of study. There can be no doubt of the service which the special school is able to afford to the student of education. Just as the physiologist gains his closest insight into the functions of the normal organ from observation of the phenomena of the disordered organ, so the educationist may obtain an intimate knowledge of the phenomena of the faculties of speech, memory, the various phases of volition, attention, response and temperament by observing the behaviour of a blind, deaf or feeble-minded child at school.

In fact every child under special school training is now subjected to psychological investigation every half year during his school career, the records for each pupil being filed together. In this way it is hoped in the course of a few years to amass an amount of material for psychological investigation of real value. As a result of these visits of research it is satisfactory to note that several teachers have been sufficiently attracted by the work to take it up in lieu of ordinary school teaching and have thereby helped to maintain the supply of teachers in the special schools at a high level."

And further, there is another consideration which demands our attention. It is a serious interference with the educational rights of normal children to class the abnormal with them. This is well expressed by Mr. James H. Van Sickle, Superintendent of the Baltimore public schools, in an article in the *Psychological Clinic*, Philadelphia, June 15th, 1908, entitled "Provision for Exceptional Children in the Public Schools."

"School attendance laws which are the expression, after all, of humanitarian sentiments, have forced upon our attention more than ever three classes of children—the backward, the defective, and the refractory. Many of these, with proper training, will become self-supporting, useful citizens and are where they belong when in attendance at a public school. Others

should spend their lives in a state institution which would protect them from the crushing competition of the capable, meanwhile using the products of their directed labor for their entire or partial support. Thus the state would at the same time protect itself by keeping the manifestly sub-normal from propagating their kind. Until the state makes adequate provision for a task, the magnitude of which has not been realized by legislators, the town and the city must provide for defectives in special classes; for the rights of normal children cannot be safeguarded when 50 per cent. of the energy of the teacher is expended on 5 per cent. of the pupils in the class."

In dealing with exceptional children the co-operation of teachers and physicians is absolutely essential. The teacher of the special class needs to develop to some extent the insight characteristic of the skilful diagnostician, and the school physician needs to be a good deal of a psychologist."

In New South Wales, under State Children's Relief Act, which is administered under the direction of the Hon. C. K. Mackellar, M.B., President of the State Children's Relief Board, a home is now being constructed for the scientific education of children of feeble-mind. This has recently received a magnificent grant of land from a private citizen, affording fine grounds for recreation and for expansion of the building when required.

Education of Mentally Defective Children in England.

The elementary education of defective and epileptic children in England and Wales is provided for by the Elementary Education (Defective and Epileptic Children) Act, 1899. This Act in its main features is similar to the Elementary Education (Blind and Deaf Children) Act, 1893, the principal difference being that the Blind and Deaf Children Act is compulsory on all local education authorities while the Defective and Epileptic Children Act is permissive only. It provides for mental defectives, physical defectives and epileptics. It also provides that a local education authority may with the approval of the Board of Education make arrangements for ascertaining what children in its area are defective and epileptic and may make provision for the education of such children by all or any of the following means:—

(a) By classes in public elementary schools certified by the Board of Education as special classes, or

(b) By boarding out, subject to the regulations of the Board of Education, any such children in a House conveniently near to a certified special class or school, or

(c) By establishing schools certified by the Board of Education for defective children.

Schools may also be established by private associations other than local educational authorities and may receive the certificate and grant of the Board of Education, and capital and maintenance contributions from local education authorities, *e.g.*, Sandlebridge Homes for Defective Children in Cheshire, established by the Lancashire and Cheshire Society for promoting the welfare of the feeble-minded, are receiving maintenance grants from the Manchester and Cheshire Education Committees, and a capital contribution from the Cheshire Education Committee.

There are other private schools under Government certificates:

Much Haddam Epileptic School (R.C.)

Hillingdon Defective School (R.C.)

Lingfield Epileptic School.

Stainthwaite Epileptic School.

Littleton (Guildford) Defective School.

West Kirby Convalescent Home School (Cripples).

In accordance with the terms of the Act the duty of a parent to provide elementary instruction for his child, in the case of a defective or epileptic child, over seven years of age in any place where a special certified class or school is within reach of the child's residence, includes the duty to cause the child to attend such a class or school. Thus the elementary education of a defective or epileptic child is obligatory in cases where provision for the education of such children exists, but it lies with the local education authority to decide whether the provision for such children is necessary.

Schools or classes for defectives may be established by local education authorities and the expense incurred in so doing and the maintenance of the school or class is borne by the local education authority. The state, however, makes an annual grant to schools conducted in accordance with the terms of the Act and the Board's regulations at the rate of 80/- for younger children, 90/- for older children per annum for day schools, and 7/- per month per child in residential schools. The cost of educating a defective child is about £10 a year in a day school and about £30 a year in a residential school. Such institutions may, in consequence, be said to be public and not private inasmuch as they are established by public bodies and maintained by public funds and public interest and are conducted in accordance with the regulations of the Board and inspected by the Board's inspectors. According to the latest returns of public elementary schools under the administration of the Board only four schools for defectives maintained by local education authorities are not in receipt of a Treasury grant.

Private provision for the education of defective children is supplied in the main by the following institutions:—

Kingston on Thames, Conifers and Trematon, Hampton Wick., (Dr. L. Down.)

Kingston on Thames, Winchester House, Kingston Hill, (Dr. F. Beach.

Richmond (Surrey), Ancaster House, (Dr. Shuttleworth).

Southgate (Middlesex), Brook House, (Dr. Corner).

New Milton (Hants.), Fern Manor, (Miss Anderson).

Cheltenham, Southend House School, (Miss King Turner).

Streatham (Surrey), Woodfield, (Miss Wright).

There are also two "Little Schools" for such children recently opened at 5 Grange Road, Ealing, and St. Christopher's Amhurst Road Ealing. (The Misses Macdowell.)

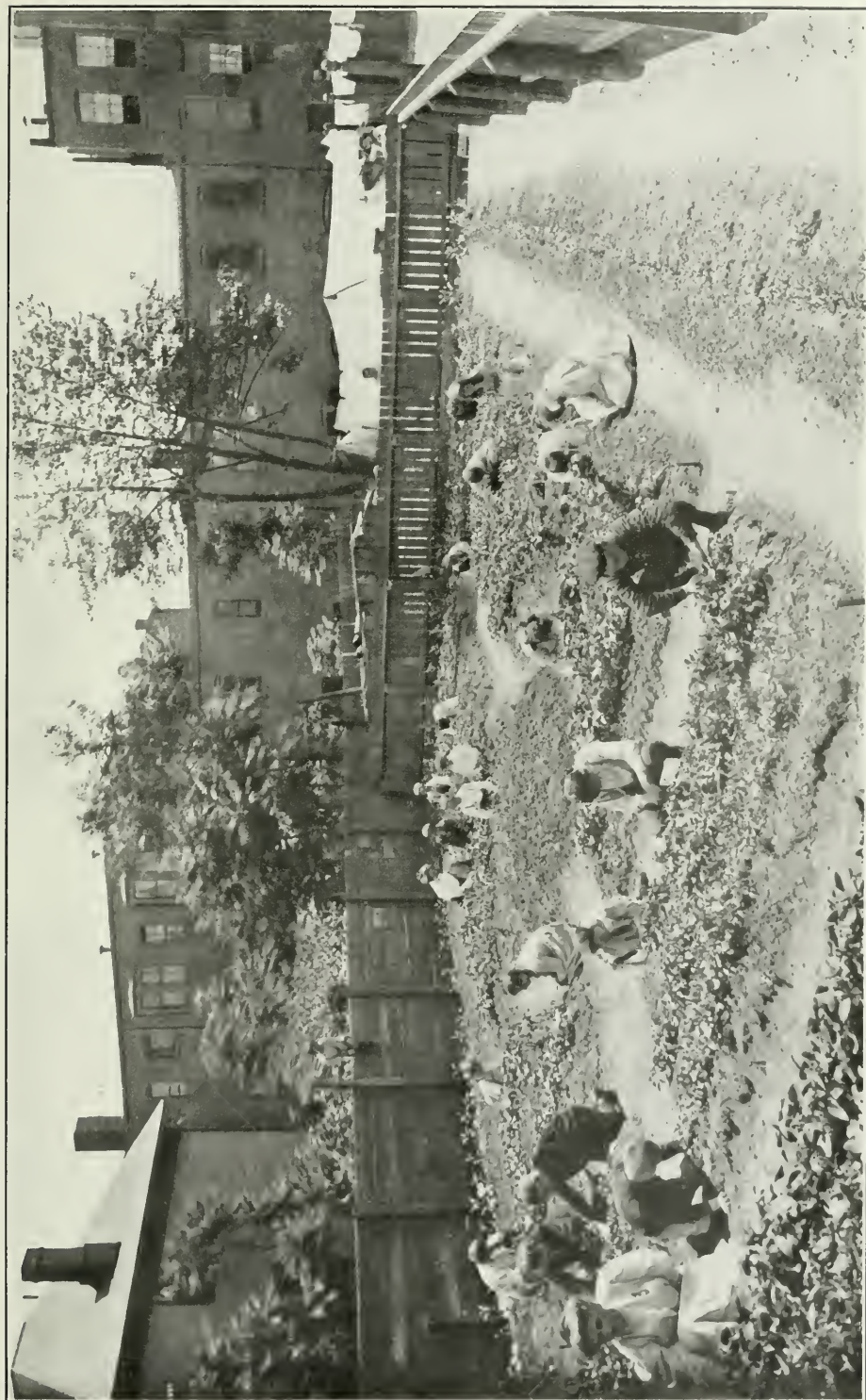
They are not in receipt of grant, are not established or maintained by local education authorities, and are intended for children of rather higher social standing than the "public" schools referred to above.

After-care Committees of a voluntary nature exist in connection with most local education authorities who have established schools (London, Bristol, Birmingham, Nottingham, Leicester). These committees publish useful reports which may be obtained on application to the Secretary of the education committee of the respective local education authorities. It should be noted that the Education Acts of 1902 and 1903 have altered, but not in an essential manner, the statutory requirements as to the education of defective children.

The following publications, which have been largely used in preparing this report, give useful information on the subject of the education of defectives:—

Interdepartmental committees report on defective children, 1898.

Regulations of the Board of Education of July 11th, 1904, with regard to defective and epileptic schools.



The OUTWAITE SCHOOL, CLEVELAND. Garden for defective children.



The Fowler School, CLEVELAND Garden for Defective Children.

Circulars of 1904 in connection with the defectives and epileptic children Act and the latest returns of schools.

Board of Education forms of half-yearly report of progress for blind, deaf, mentally defective and epileptic children.

Minute of the committee of council on education of 26th February, 1900, providing for grants for education of defective and epileptic children and prescribing conditions to be fulfilled by certified schools for such children.

Education Department regulations as to boarding out defective children. Statutory rules and orders, 1900, No. 138.

The London County Council and London School Board's reports on special schools contain valuable information.

In addition to the publications of the Board and the local education authority for London many reports of associations contain interesting material. Some of the most important of these are here cited:—

The National Special Schools Union, which is especially active in promoting the welfare of defective children of all kinds has published reports of the 1st and 2nd conferences on the subject held in 1903 and 1904. Further particulars of the work of this Association can be obtained, if required, from the Secretary, Miss James, Chatham Place Special School, Liverpool.

Information can also be obtained from the report issued by the Charity Organization Society in 1892 on the feeble-minded, epileptic, deformed and crippled children in certain elementary schools, chiefly in London.

The National Association for promoting the welfare of the feeble-minded, whose offices are at 53 Victoria St. S.W., and the Childhood Society, whose offices are at the Parkes Museum, Margaret St. W., both publish reports dealing with this subject.

Two other books which may be of use in connection with this subject are, Dr. Shuttleworth's Book, "Mentally Defective Children: their treatment and training," (London: H. K. Lewis, 136 Gower St.), this contains a bibliography of the subject and other particulars which would be difficult to discover elsewhere; and Dr. Francis Warner's "Results of an enquiry as to the Physical and Mental Conditions of fifty thousand children seen in one hundred and six schools," which was published by the Statistical Society in 1893. Another very important work on the subject, consulted in preparing this report, is Dr. Tredgold's "Mental Deficiency," London: Bailliere, Tindall & Cox, 1908.

The legal aspect of the question is treated in "The Law of Public Education," by Edwardes, Jones and Sykes. (London, Rivingtons).

The rights of mentally defective children have thus been recognized for years in England, ever since the Act (62 and 63 Victoria, Chapter 32) was passed in 1899, which gave the local education authorities the right to establish special classes and special schools for mentally defective children. Further, where such schools or classes are established, it is part of the legal duty of the parent or guardian of such children to cause them to attend such classes, and such attendance is compulsory up to the age of 16 years, instead of 14 years, as in the ordinary schools. Certain Poor Law Schools have received permission from the Government to extend this age limit to 21 years, and it is thought they may probably ask for a farther limit, so as practically to enable them to give the feeble-minded the care for life which is the only adequate and proper way of caring for them. Though the Act of 1899 is permissive and not obligatory, still it has been adopted by the whole of London and by over twenty of the largest towns of England.

It may, therefore, be said that the education of feeble-minded children in England is firmly established, and is an important and, indeed, essential part of the National Educational System.

The Act of 1899 defines feeble-minded children as those who "Not being imbecile and not being merely dull and backward, are defective—that is to say, by reason of mental defect, are incapable of receiving proper benefit from the instruction in the ordinary public elementary schools, but are not incapable by reason of such defect of receiving benefit from instruction in such special classes and schools as are in this Act mentioned." Every child, whether normal, or defective mentally, has the right to be educated, under a state system of education, according to his need and capacity, but it must be remembered that feeble-minded is synonymous with mentally defective. No mental defect can be "cured." The hope expressed in the enthusiasm of pioneer effort for the feeble-minded that skilled and devoted training would so improve the higher grades of the feeble-minded as to make them able to support themselves and be useful members of the ordinary community never has been and never will be realized. It cannot be. The defect is a structural deficiency or inferiority or abnormality of brain substance, and that condition is a permanent one. We can only make the best of it. We cannot change it to normal. But we can do much. We can develop the defective mind and any powers it has, though within narrow limits, far beyond its present misery in all the neglected cases in Ontario. We can believe in these mentally defectives and make them believe in themselves and desire to improve. We can discover possibilities in them. That has been done in the tentative efforts we have made in a crowded corner of two charitable institutions in Ontario. The school doctor and the school nurse are indispensable in a thoroughly modern city school system. Certainly we cannot discover or properly care for the feeble-minded child without their aid. In London, New York and elsewhere, this has been proved by experience.

By the kind permission of the Honourable the Provincial Secretary, I have been able to spend a few days visiting the Special Classes and Schools for mentally defective children in New York, Boston and Cleveland. In Cleveland, my visit was in consequence of a request that I should read a paper on "The Visiting Nurse and the Children Requiring Special Education," at the annual meeting of the National Education Association of the United States (Department of Child Study), June 24th-July 3rd, 1908. As the schools were not then in regular session, I was able only to visit one or two classes in connection with settlement work and one school garden for mentally defective children.

Copies of the above mentioned paper accompany this report and I should like to express my sincere thanks for many kindnesses received from officers of the National Education Association and many others at Cleveland. A wave seemed to be sweeping over the Association in favour of technical education. It was the leading topic of the chief speakers at the meeting. However, the interest in every department, and that of special education was no exception, was well sustained. At the previous annual meeting in Los Angeles, in 1907, the following committee was appointed to investigate the provision made for exceptional children in the public schools of the United States.

Jas. H. Van Sickle, Superintendent of City Schools, Baltimore, Md., Chairman.

Andrew W. Ellson, Associate Superintendent of City Schools, New York.

Frank A. Fitzpatrick, Boston, Mass.

Carroll J. Pearse, Superintendent of City Schools, Milwaukee, Wis.

Lloyd E. Wolfe, Superintendent of Schools, San Antonio, Texas.

The report of the committee states that. "Nearly all provision now in existence for exceptional children in American cities has been made in very recent years. The problem is, therefore, a comparatively new one. Before compulsory-attendance laws began to be strictly enforced, public school authorities had no adequate idea of its magnitude. Children who could not get along fairly well in the ordinary classes, either by reason of their low mentality or their refractory bearing, or both, often ceased to attend and were absent or truant without the knowledge of the authorities. Doubtless, there were as many of these special cases in any community then as there are now, few of them, however, remained long enough in school to allow a correct opinion to be formed as to the cause of their difficulty. They are now in our schools, however, clogging the various grades, chiefly the lower, and we are forced to recognize the existence of a serious problem in connection with their education.

It is a generally accepted principle that every child—normal or sub-normal—is entitled to all the education which he is capable of receiving. This principle implies that the state is in duty bound to provide an education for all children capable of intellectual improvement. As a question of good policy, the state should see that all children are trained as far as possible to be right-minded, self-respecting, and self-supporting. Many cities at home and abroad are now providing instruction for backward children in the public schools in special classes and under the guidance of specially trained teachers.

In 1867, Germany began the education and training of mentally deficient children in special day classes. The other leading countries of Europe soon followed, developing the work in various ways. The first school of this kind in America was established in Cleveland, Ohio, in 1875. In 1896, the City of Providence entered upon the work of grouping into special classes children who were backward and mentally deficient. Other American cities soon followed, though in a tentative and experimental way."

The special class, or as it is called in New York, the "ungraded class," is shown by this report to be fairly well established in the large cities. It is a necessity. The report also gives a brief description as follows, of a suitable room and equipment, and of the "Special Teacher."

"The room selected for the special class should be large, sunny, and well equipped, located if possible on the ground floor, and accessible to the street, toilet-room, gymnasium, and playgrounds. The following equipment is provided in the City of New York: Fifteen movable and adjustable seats and desks; a number table three feet square; six work benches with equipment; physical training equipment—wands, dumb-bells, Indian clubs, ladder; display cabinet; a piano; running water and a porcelain sink.

In the selection of teachers for defective children special care is needed. Among the chief requisites are the following: an even sunny temperament; infinite patience; unbounded tact; firmness that leads one to hold steadily to a course in spite of all obstacles; great resourcefulness in providing ways and means for carrying on the work to the best advantage, even when ready resources are limited; an intense human sympathy with and love for these children so much in need of a helping hand; unbounded faith in the work; and an appreciation of effort that gives to the children constant hope and encouragement. The management of these children must be kind and sympathetic. In most cases they are unusually affectionate and will respond quickly to any reasonable demands of the teacher. Praise and encouragement at every effort are the indispensable means of arousing dormant energies. These teachers should have the spirit of a student; they should be familiar

with the best literature on the subject; they should visit schools and institutions for the training of exceptional children in order to become familiar with the best work of the kind."

The number of American cities making special provision for mentally defective children is rapidly increasing. It does not take long to establish a few special classes. The report gives the following interesting account of the work in St. Louis.

"In November, 1907, the Superintendent of Instruction reported to the Board of Education of St. Louis, that there were at that time in the various public schools of the city, one hundred and eighty-one children so mentally defective as to be incapable of doing the regular school work provided for normal children. These were not merely slow or backward children. They were unable to do either the amount or kind of work which even a slow child can do; if those children were considered capable of education with educational facilities adjusted to their needs and with constant supervision of their physical condition. Nine children cited by Superintendent Soldan as typical of the entire list ranged from 9 to 14½ years of age. They had attended school from 3 to 6 years. Four had not advanced beyond the first grade; and only two advanced beyond the second grade. "Nature," says the report, "puts the defective child in a class by himself and education should take Nature's hint." It was recommended that twelve school rooms be selected and equipped, not as make shifts, but in the best possible manner with a view to meeting a permanent demand. As to location, the report discusses the advantages and disadvantages of a central school: of vacant rooms in existing schools; and of small houses to be rented for the purpose; and recommends that ordinary two-storey six room houses conveniently located with reference to the homes of the children be rented. Each house is to accommodate two classes of fifteen children each and leave room enough for work and free movement and some yard room for recreation. Transportation is to be furnished to those children whose homes are not within walking distance. There are to be two teachers in each centre and a woman attendant who will live in the building and take care of the heating and cleaning and at times assist in taking some of the children to school. The instruction given will not follow any fixed course but will be adapted to individual needs. The teachers must be exceptionally capable and sympathetic and will be among the best paid teachers in the service. Some strong teacher is to give her whole time to the supervision of these classes and medical attendance is to be furnished. Imbecile or demented children are not to be admitted nor merely slow or backward children to be taken from schools near their homes and put into these classes. Attendance is not to be made compulsory. If the new institutions are made so excellent that it is a clear advantage to each defective child to attend it is argued that no compulsion will be necessary. Should a parent prefer to send his child to one of the regular schools no objection is to be made, provided, the child does not disturb the rest of the school by his presence.

To meet the present needs of the City of St. Louis for the education of defective children, the Board ordered that three houses be provided and they appropriated \$12,000 to cover the expense of the special schools for the remainder of the present school year. A later report shows that three special school centres of two classes each, organized on the above described plan are now in operation and that each centre has a waiting list of applicants for admission."

In Cleveland itself are special classes for mentally defective children in twelve of the grade schools, each being limited, as is absolutely neces-

sary, to about 15 children. Three of these schools have special school gardens for mentally defective children—The Fowler school, the Orchard school, and the Outhwaite school. The last, the largest and most complete of the three, I examined with a great deal of interest and pleasure.

It will be remembered that Cleveland (in 1875) was the first city of the United States to establish special schools for mentally defective children. Superintendent Rickoff, of Cleveland, learned the idea from Germany. Cleveland has also a very successful Home Gardening Association, who were hospitable and kind to members of the National Educational Association and kept "open house" for them at "Goodrich House," the oldest settlement house in the United States. This Home Gardening Association was founded in 1900, and began school gardens in 1904. In the spring of 1907, it was thought that perhaps school gardens might be a help in teaching mentally defective children. Miss Louise Klein Miller, who was appointed Curator of School Gardens in 1905, under the Board of Education, thus describes the beginning of the work in *Charities and the Commons*.

"The first day a rather desolate looking back yard, loaned by an interested neighbour, was an exceedingly discouraging proposition to a band of shy, irresponsible children. Unfortunately the feeble attempts at clearing a waste lot of cans, bottles, old shoes, and rubbish of various kinds, began at noon, the time when the normal children were dismissed. The fence was immediately lined with boys from 6 to 16 who wondered, "What are the dummies going to do now?" The children sulked and refused to do anything. A little persuasion induced the larger boys to come to their relief and in an incredibly short time coats were removed and a furrow soon was turned. This display of power and skill stimulated the ambition of the children, and each in turn was anxious to try his hand. With yard stick and garden line, the flower border and vegetable garden were soon laid out in good order and ready for spading. The children were quite delighted and really did good work. They were dealing with large things and producing large results. Naturally, some were more competent than others, but by studying the capabilities of each child the work was so distributed that each felt that his portion was an important part of the whole. Those who were not able to plant the small seeds were allowed to rake the paths and put in the larger seeds, corn, squashes, beans, and morning glories. The display of flowers and vegetables at the autumn school flower show was quite a revelation. What the "dummies" were able to contribute had a two-fold influence; it gave the children more confidence in themselves and inspired greater respect and appreciation in the minds of normal children.

What seemed eminently successful in one instance commended itself, and spring gardens were established in other schools for mentally and physically defective children.

The largest and most successful garden was at Outhwaite school where there is one class of younger boys and girls and another of boys from 12 to 16 years of age. The children did extremely good work, especially some of the larger boys. Very few of these children will ever be able to care for themselves. If through the training in the school garden, the teachers are able to make them realize their ability to produce part of their food from the soil, and to teach them to prepare their food properly and to put it on the table decently and in order, they have accomplished what will be of value to them through life.

The children take their lunches to school and a penny for milk or soup. The lettuce, radishes and beans in the spring with tomatoes, carrots, beets, and corn in the autumn add much to the pleasure and comfort of the lunches.

especially as the pupils' appetites are stimulated by a realizing sense of having accomplished something through an interested and sustained effort.

Instead of committing juvenile offenders to gaol, they are sent to the detention home. The boys go to school from 9 until 1 in a cottage fitted up for the purpose. The yard affords ample space for a garden. It was put in order and the flower and vegetable garden was laid out. As there have been about 250 in the school since the first of May, no one boy has been able to do much work, but all have been employed in succession. Two boys who were most useful were arrested for writing blackhand letters. One, who seemed to enjoy it most, has been in every reformatory in the State that would take him. He cannot be kept in school. The experiment is another proof that there never was a bad boy, but that some are victims of misdirected energy.

Great care is taken to make the gardens attractive in arrangement, colour scheme, and succession of blooming; and to encourage and stimulate the children, as far as possible, to continue the work at their own homes. Last autumn the Home Gardening Association sent from twenty-five to one hundred bulbs to each of these schools for winter window gardening.

Many of the children are suffering from undeveloped brain centres, and the teachers feel that the interest and stimulating influence of activity in the open air and sunshine will cause these centres to become aroused, and that a more normal condition of mind and body will result. The very contact with the soil has a soothing, quieting influence upon men and women of normal mental and physical development, and why should the effect be less potent upon those creatures who are less fortunate."

In this regard leading American educators are following lines of work already proved successful in Great Britain. A reference to the report of the feeble-minded published by this department last year will make it evident how important gardening and farming are in the Sandlebridge schools at Alderly Edge and other successful schools for the feeble-minded in Great Britain.

Great progress has been made during the year 1908, in many of the States of the Union. In Colorado, the State Board of Charities and Corrections are arranging to canvass the State in order to obtain material on which to base a petition to be presented to the next Legislature asking for a State institution for the care of feeble-minded children.

In Detroit, the Board of Education has appointed a commission to study defective children in the public schools. The members of this Commission, which was appointed by Superintendent Martindale, are as follows: Dr. Chas. F. Kuhn, Chairman; Miss Metzner, in charge of room for defectives in the Clinton School; Mr. G. E. Parker, Superintendent of Night and Ungraded Schools and Play-grounds; Miss Heller, Supervisor of Kindergartens; Miss Vanaderstein, Principal of Deaf School; Miss Clara Beverley, Washington Normal School.

"Unless Detroit has a miraculous freedom from the almost uniform percentages of other American cities, there are now scattered through her public schools over five hundred mentally defective children. These children get little good from the usual school-room routine and are a terrible drag upon the progress of the normal children. The well-being of all demands that they should be placed in special rooms under teachers acquainted with the methods most successful with that class of children. The possibilities of the work are great. The good of the public schools demands that it be done. Almost every other large city in the country has already arranged for this work."

—*Detroit Medical Journal*.

The Governor of the State of New York appointed last year, a commission consisting of William R. Stewart, Franklin R. McBride, and Alexander C. Proudfit, to select a site for the Eastern New York Custodial Asylum for the Feeble-minded and Epileptic. Their report is a State paper of a remarkable scope and standard. It is thus described in a recent number of *Charities and the Commons*.

"The report by itself is a very notable piece of work. It set forth so clearly and adequately the work to be done, its needs and its methods, that if it had no purpose beyond its own making, it would have a sufficient reason for existence. After quoting the law which provided for the commission, the report gives a careful summary of the present provision for the dependent epileptic and feeble-minded of the State; the number of inmates in the four existing institutions; the numbers on the waiting lists; and the numbers of such persons in county and municipal institutions. Then follows an estimated census of those needing care, based on the proportion to the population of such person found by the census of 1890 and the present population of the State by counties. This is followed by results of certain estimates and other figures, and the conclusion that there are more than sixteen thousand feeble-minded and epileptic persons in New York state, in addition to those now in the institution. This seems an enormous number, yet the figures and estimates upon which this conclusion is based, are worthy of respect. They are enforced by reference and quotations from many authorities.

Following this estimate of the problem, comes a masterly argument in favour of State care for all the class, as a measure of good public policy, sanctioned by consideration of humanity, or morality, and of real economy. This argument is followed in turn by a most cogent and convincing setting forth of a plea for an enlarged scope for the new institution: that it should provide not merely for the lowest, or so-called residual grades, but that the division between it and other institutions should be territorial, and that it should provide for all classes of cases, with proper departmental segregation within the institution. There is also a corollary to this latter plea, that the other institutions should develop in a similar manner and should provide for all classes including residuals and those susceptible of training, each doing the whole work for its own territory.

The commissioners then suggest a better name, "The State Colony," with a prefix of the neighbouring town to the site suggested. "Haverstraw State Colony," will be a simple short, yet inclusive denomination. The territory whence the inmates are to be drawn is to be considered. The kind of care required, the classification of inmates and many other points are discussed in an illuminative way.

Then follows a consideration of the necessary plant: first the quantity of land, then location, climate, scenery, water supply, sewerage facilities, accessibility; railroad accommodation; all treated broadly and intelligently. A list of the buildings required for the administrative department is given in minute detail, then a scheme for the buildings for the patients, and finally a plan for the executive organization of the whole institution. When all these varied considerations have been had, and the exhaustive study is complete, the commission is at last ready to select the site.

The account of the selection is another interesting story. Out of many sites offered, eighteen were found to be of sufficient promise to warrant personal inspection. By the process of elimination, after personal inspection, these were finally reduced to three, each of which was sufficiently satisfactory to demand very careful examination to decide which was best.

Expert landscape architects and consulting engineers were employed to visit and report upon the final three, with a decision in favour of the

Thiells site of 1,267 acres near Haverstraw, with another section of land among the hills, which may be acquired as a source of water supply.

This part of the report is illustrated by a topographical map, eight pictures showing landscapes and six more showing houses already on the ground, of which there are fourteen, most of them available for use by officers and employees, and temporarily for patients.

The tract of 1,267 acres includes twenty-two parcels, of which 750 acres are under cultivation. There are fifteen orchards, fourteen houses, eight cottages, twenty-four wells, a large deposit of brick clay, a gravel pit, two ponds, a creek large enough to have a name, and tributary small streams.

The water supply, present and available, has been analyzed and its quantity estimated, and found of high quality and ample flow. Options have been secured on all but forty-four acres of the larger tract, and on about two-thirds of the mountain land needed for water supply, at fair prices, and the proposition is in such shape that the legislature can act intelligently and positively.

An appendix to the report contains a number of authoritative opinions on the quantity of land desirable; reports of the consulting landscape architects and engineers; analysis of the water available, comparing it with the Croton supply, which it excels in quality, while it is sufficient in quantity; articles by distinguished authorities on the care of the epileptic, etc., and a detailed description of the twenty-two properties contained in the selected site.

The personnel of the commission is a matter of interest to every citizen of New York. It need hardly be said that so fine a piece of work cannot be paid for. It must be done from motives of public spirit or not at all. William R. Stewart, Chairman, Franklin R. Kirbride, and Alexander C. Proudfit surely deserve well of their fellow citizens.

The contrast between the fine and noble piece of work here reviewed and some selections of sites for state institutions that have been made by vastly different methods, is too obvious to need comment.

Every intelligent citizen, and especially every one who cares for the feeble-minded and epileptic with that personal sympathy and affection which they inspire in those who have worked for them and among them, will hope that the legislature will see it to be its duty to act favorably on this report. Where there is no vision the people perish. It would be a matter of profound regret should the splendid vision these three gentlemen have created, fail to materialize."

Twice in the last year, when in New York, I have availed myself of the opportunity of spending all the time I could in the "Ungraded Classes." The system of providing for mentally defective children in New York is good. It is well organized and the Inspector of Ungraded Classes, Miss Elizabeth Farrell, formerly a special class teacher, knows so much about the work and is so interested and enthusiastic in it, that my visits, during which she kindly allowed me to accompany her, have taught me a great deal. The medical examiner is Dr. Isabel Thompson Smart, who is also specially qualified, both by experience and post graduate study, for this work. It was interesting to observe that Miss Farrell seemed to know every mentally defective child by name, recollecting at the same time his or her peculiarities, history, progress, etc. The children also knew her and made evident in many ways that they considered her a friend. The schools that I saw most of were Public School No. 188, P.S. No. 137, and P.S. No. 86. In the first named, which is very near East River, Houston and Lewis Sts. and 3rd Street, and is under the charge of a Canadian young lady who

formerly taught on the staff of the Toronto Public Schools, I found 20 boys. Formerly this teacher had an assistant. This is really necessary, with as many as twenty boys. I was told that the teacher of this class was one of the best special class teachers in New York. I saw the boys take their lunch at 11.00 o'clock, consisting of two soda biscuits and a mug of milk. One of the boys placed the cups—a cup on each desk, and paper napkins also, but the teacher poured the milk. The room was well equipped. There were many ordinary useful things in it such as would serve to help in the relating of the children to every day life, and things they could understand. They had also goldfish in a bowl, shells in a basin, and earth with earthworms in it, placed in a large shallow trough. One of the most feeble-minded gently picked out a worm and, assisted by his companions, told me something about it.

There are now 41 special classes in New York with between 700 and 800 children on the roll, but it is believed there are in New York about 7,000 children who ought really to be in "Special Classes."

Special classes in connection with Public Schools are a necessity. But they are only a preliminary step. If these special classes are all that we are going to do for the feeble-minded, we shall almost entirely lose our pains and not redeem the children nor relieve the State. The special class is only a clearing house. The child is not getting on, is backward, cannot learn, outclassed, unhappy. In the special class we find out why and do the best for him. But we cannot make him able to stand alone. And though the special classes in New York are splendid those who are working in them are more and more impressed with the fact that the State, for its own sake and for the sake of the child, must grant care and permanent protection to the feeble-minded. This is clearly brought out in Miss Farrell's latest official report.

"It was deemed advisable to have the children who are proposed for removal from ungraded classes report for examination. The removal, if to be made at all, is to follow the completion of the records concerning the proposed child and upon the advice of the inspector of ungraded classes. This matter of examining the child for removal from an ungraded class has a more comprehensive purpose than appears on the surface. Many of the children who are members of ungraded classes seldom can be self-supporting, never can be self-directing, and never should be forced into the fierce competition of a wage earning community. At present we have no public opinion upon the subject of providing for this large class of unfit persons, and if we had the desired public opinion, we have not State schools enough to take care of all. We do not know how many such children there are. It will be possible within a comparatively short time, with the aid of some method of after care, to know what becomes of those children from ungraded classes who should not be allowed, yet are forced into the industrial life of the city. The report of the last New York State Conference of charities states that a large number of the inmates of the State Reform Schools are found to be defective. We know from this same report that the large majority of those reform school inmates are from the ranks of unskilled labour. If these statements are true, we shall find the children who, during school life, were fit subjects for ungraded classes and were permitted to leave school, in the lowest rank of unskilled labour, leading precarious existences, fraught with all sorts of temptations, alluring and irresistible, gradually going from petty offences to grave crimes against person and property, until the State for its own preservation grants to the criminal what it now denies to the child who is unequal to the stress and strain of

a life whose race is to the strong. There is no argument for the education of the normal child which does not apply to the defective with double force. But we must not only train the defective children in childhood. We must, after training, secure them an existence under direction, and thereby keep them to the high point of their greatest efficiency. This will be done when the public generally recognize that the ungraded class, the latest differentiation in our public education, is founded upon economic, as well as upon philanthropic principles."

Boston was one of the first cities in the United States to establish special classes for mentally defective children. There are now eight such classes in connection with the Public Schools of Boston, placed in large schools all over the city, and, in one case, in a separate building, one of the "Portable School Houses" intended to be moved from place to place, as the movement of the school population may demand. I visited the majority of these classes and had the great advantage of doing so with the Medical Inspector, Dr. Arthur C. Jelly, already well-known to me through what I had been told by members of the Royal Commission in regard to the excellence of his work in examining such mentally defective children. I was present at several examinations conducted by Dr. Jelly, and saw a good deal of the work of the classes, in some of which I was specially interested. The work in Boston has progressed favourably, efforts being mainly directed to the recognition and classification of the highest grades of the feeble-minded, those in whom the defect is so slight that they may be permanently benefited by training and possibly helped to do the ordinary school work to a greater or less extent. In the year 1905, a series of suggestions to Teachers of Primary Classes was prepared by Dr. Jelly and presented to Superintendent George H. Conley, by whom it was officially issued to all Principals of Public Schools in Boston. Dr. Jelly's main conclusion, as expressed in his own words, are as follows:—

1st. That certain children need special classes.

2nd. That these children if studied with skill and care, usually show many more signs of defect of one sort or another than do those children who attain the grade standard.

3rd. That, since it is generally admitted that it is sometimes impossible for anyone to decide a certain kind of case, it is therefore obviously unfair to expect the grade teachers unaided to determine exactly a child's mental capacity in a difficult case.

4th. That it is equally true, on the other hand, that an examination by teacher and doctor together will often discover evidence that will enable a decision to be reached in a puzzling case.

5th. That a little knowledge is often a dangerous thing. No one should ever jump at a conclusion from the presence of any one sign. On the other hand a conclusion is often warranted by the presence of many signs taken together, especially where they represent both imperfect structure and disordered function.

6th. That while it is natural and proper that parents should shield their child in every way, it is undoubtedly true that the child seldom gains anything by having his difficulties denied and ignored. Friendly tact and forbearance as well as firmness are needed in dealing with these children and with their parents.

7th. That many children who show only moderate lack of mental capacity have their defects corrected in whole or in part by judicious training. Therefore proper special class work is both humane and helpful.

The City of Rochester in New York State is also doing good work for feeble-minded children, which I hope to study in the near future.

One of my chief objects in visiting Massachusetts, was to see as much as I could of the Massachusetts School for Feeble-minded at Waltham, where Dr. Walter E. Fernald, one of the greatest authorities in the world on the care of the feeble-minded, does his work. The school is about eight miles from Boston and is easily reached by taking the Boston and Maine R.R. to Waverley Station, and walking a mile or more along a good road, by woods and farms. The land is good, but very stony. It was a cold mid-winter day when I found myself at the entrance to the school grounds, which slope up a hillside and extend over about one hundred and fifty acres. As I followed up the winding road I could see on every hand signs of the history of the place and the work that had been expended upon it. In January, 1846, Judge Blyington, a member of the State House of Representatives, moved for the appointment of a committee "to consider the expediency of appointing Commissioners to enquire into the condition of idiots in this Commonwealth to ascertain their number and whether anything can be done for their relief." The Commission was appointed, with Dr. S. G. Howe as chairman, and in May, 1848, the Legislature appropriated \$2,500 for the establishment of an experimental school, with the condition that ten feeble-minded persons who were paupers should be selected from different parts of Massachusetts for instruction. This was the beginning of the Waverley School, the first of its kind in America. Dr. S. G. Howe was the first superintendent and he established the work which has for the last twenty years been carried on by Dr. Fernald. The good road on which I was walking had I knew been made by Dr. Fernald. He has been able to utilize in a manner little short of marvelous the waste material of humanity. If a boy can only carry a stone, and that is the utmost he can do to "make good," he gets his chance to carry the stones under Dr. Fernald, who has got the whole place cleared of stones and a large part of it under cultivation by using just such people, to their own advantage and happiness and *pro bono publico*. After climbing up hill some distance I saw the first of the twenty or more buildings in which the population of 1,300 are housed. All red brick buildings—not elaborate but substantial, comfortable, suitable and simple. The land slopes southward and everywhere, all round every building, floods of sunlight and waves of fresh air sweep. As I walked on I met groups of twenty or more big boys working at various outdoor tasks, under an instructor. They were comfortably dressed in gray tweed (later on I saw the weaving room where it was made) and wore warm mittens (later on I saw where they were knitted). All the clothing is made on the premises. All the mending is done on the premises. A great part of the food is grown either there or at Templeton (the farm colony where the boys go when they are old enough), which is part of the same institution, situated three miles from Baldwinville and seventy miles from Boston.

A little farther up the road I came in sight of more buildings, not too close together, and saw groups of twenty or more women and girls passing from one building to another. At the administration building I was received with the greatest kindness by Dr. Fernald and Dr. Anna Wallace, one of the resident physicians. One understands the work at Waverley, when one has seen Dr. Fernald. In appearance he strongly resembles the late Marquis of Dufferin and Ava, when that great statesman was in the early prime of manhood, and in spirit and genius he is like Dr. J. A. Leonard of Mansfield, Ohio. After going through several of the buildings and minutely examining the methods and material used in teaching, the question of custodial care for girls and women unable to protect themselves came up. Dr. Fernald said,—“Three of that very class have arrived and

been admitted since you came to-day," and went on to speak of the fact so evident to us all in this province and indeed, everywhere, that in every penal and charitable institution these poor women are found, and because they are neither recognized for what they are nor cared for as they should be the country is put to great expense and the next generation will have an increasing burden of mentally defective criminals, immoral persons, unemployables and convicts. Massachusetts spends \$227,030 per year on the 1,300 inmates of Waverley, but no doubt money spent thus saves ten times the sum in this generation, and no one knows how much in the next generation. Besides, the income from the school is \$123,000, so that the net expense to the State is only \$114,000.

I learned a great deal from the methods of teaching at Waverley, especially of the very beginning of the work. The new and youngest pupils are taught in simple yet adequate ways. Here are three gay strips of strong braid,—red, white and blue. A child who can hardly close his fingers learns to braid them and takes joy in the accomplishment. But no one must stay long at any one task. The feeble-minded lacks attention and concentration. By and by another kind teacher gives him a bag and tells him to put in his hand. Does he know what he has hold of? A ball? Perhaps he knows—perhaps not. If not, the object is taken out and he sees it, puts it in again, pulls it out again, and so learns it. "Who can find one like this?" says the teacher, and holds up an oblong. Another lesson to be slowly learned.

Another great lesson is the lacing of shoes. Do you remember your own struggles with that at the age of four? You were further on then than this boy of fourteen is now. Yet give him a large boot, made on purpose to teach this lesson, with larger eyelets, and points to the laces that never come off, and he will learn in days, perhaps in weeks, how to do this one important act in self-care and self-help. It would be hard for the man in the street to understand or even believe, that a large, strong-looking boy of twelve cannot button or unbutton his own garments. But it is so, and at Waverley this is made an important lesson for new comers who do not know it. Two strips of strong cloth, one with large buttons sewed on, and the other with button holes to correspond are given to the pupil and slowly he learns to co-ordinate the fingers and the thumb, and accomplish the task. Often no attempt has been made to teach these things at home, simply because the child was so slow and needed direction, encouragement and praise to enable him to do what the normal child cannot be kept from doing or does by imitation, if not by instinct. Once acquired, however, the lesson is ready for daily use, and is learned for life. Colors are learned in the same simple way, and the skill of hand and eye thus acquired is gradually put to use in greater things. The Household Science and Manual Training Departments of the Institution have been developed very much of recent years and are a delight to see. And the laundry, of course, holds an important place. Some of the feeble-minded have decided gifts and talents. This is one of the joys of such work—discovering such gifts and fostering their development. "In the laundry is one girl who sorts the enormous washing of the school, without any assistance and with perfect accuracy, always placing the clothes for each child in the right box for the right building, knowing all the marks, a feat of memory astonishing in itself." The atmosphere of the place is happy. Every child old enough has his own sled, and sometimes in winter, when everything is just right for coasting, all work is dropped for a day, and everybody goes coasting.

Music is another great resource. In 1906 systematic vocal and instrumental musical training was introduced and one teacher gives her entire

time to it. Altogether 261 pupils receive instruction and the work of combined classes in part songs and chorus work would do credit to any school. There are over a dozen girls learning to play the violin and other instruments. The work of these pupils has been a great pleasure to the whole school, and it has pleasantly filled the thoughts and lives of the musicians themselves and has greatly increased their self-respect.—x

Dr. Fernald says in the last report, "Perhaps the most important educational department of our school to-day is the handwork room, devoted to the manual training of the large group of middle grade girls. Many of these girls have not been able to learn to read or write, or to sew, or to perform any of the finer domestic arts, and 250 of them receive daily instruction in this room. They come in groups of 15 to 20, with their attendant, and have one or two hours' training each day. They are taught to knit, to crochet, to cut rags for weaving rugs, or for braiding or hooking rugs. They are taught to braid and to hook the rugs, and to use the loom which makes the attractive rag carpets. We have made many beautiful rugs and strips of carpet, which are at once put to use in our buildings. This work—using material which does not cost money and produces fabrics of very practical use—has been a very satisfying addition to our industrial work. On the knitting machines our girls have made all the mittens and winter caps required by our 1,200 patients for the winter. We expect at once to begin the knitting of the stockings used by our patients. The wristers, hoods and mittens knitted by hand would do credit to any class.

It is not easy to describe the deep interest and enthusiasm shown by the children in this work. Weaving seems to be peculiarly adapted to develop the power of self-control, of patience and of accurate motor response in the feeble-minded. We have two looms in the boys' department, on which the boys are weaving some first-class crash for towelling.

During the year we have greatly developed the elementary manual training of the boys who are not ready for sloyd work or who are not capable of doing sloyd work, but who are capable of learning to use common tools with interest and a certain amount of intelligence. We have over 190 pupils receiving daily this practical instruction in the use of tools. In many cases a boy for the first time shows self-control and intelligent interest after being given these simple exercises. It is gratifying to report that already 20 boys have left this elementary class to enter the regular sloyd work. The instructors devote their entire time to the training of the boys in this department.

We now have a large, convenient room, with metal-covered tables, for the preparing of vegetables, etc., where 30 children can work at one time. This provision was made necessary to handle the wholesale supplies of fruits and vegetables received from the colony. Asphalt floors have been laid in all these rooms. Now fireproof floors have been laid in the bakery and provision store-room.

At the west building the kitchen and pantries have been furnished with new steam cooking appliances, and asphalt floors have been laid in these rooms. New hot-water tanks have been added in the west building and in the east building.

Twelve hundred and ninety-four square yards of telford road have been constructed.

The boys in the painting class, under the direction of an attendant, are kept busy painting the interiors of the buildings. They also do all the painting of the woodwork and walls of all the new buildings.

The farm colony at Templeton has shipped to Waverley ten full carloads of produce, including potatoes, onions, squash, pumpkins, turnips,

carrots, cabbage, beets and apples. This bountiful supply of fruit and vegetables enables us to give our children and employees a very varied and healthful dietary, notwithstanding the current high prices of all food supplies. Indeed, the products of the colony farms have already become an appreciable factor in the institution finances. For a large part of each year our dietary is largely made up of home-grown products.

At the colony we have under cultivation this year over 100 acres. During the year we have cleared 10 acres of wild land.

No pupil is in the school more than one-half of each day. The rest of the day is devoted to manual or industrial training, physical drill and outdoor recreation, thus securing healthy change and variety.

In deciding upon the school exercises, we bear in mind the natural limitations of our pupils. Lessing well says: "Education can only develop and form, not create. It cannot undertake to form a being into anything other than it was destined to be by the endowments it originally received at the hand of nature." We do not expect to be able to entirely overcome the mental defect of any one of our pupils. It is a question of how much development is possible in each case.

As a class, the feeble-minded have dull perceptions, feeble power of attention, weak will-power, uncertain memory and defective judgment. It is useless to attempt to arouse these dormant faculties by forcing upon them the abstract truths of ready-made knowledge. Our teaching must be direct, simple and practical. The child must be made to do, to see, to touch, to observe, to remember and to think. We utilize to the fullest extent the varied and attractive occupations and busy work which are so important a part of the modern graphic methods of instruction for normal children. Object teaching, in the broadest sense, is a prominent feature. The school now has a good collection of objects, models, charts and other apparatus for the practical illustration and application of the subjects taught in the schools. We have for the use of the teachers a school library containing nearly five hundred recent and standard works on kindergarten and primary work, object teaching, physical and manual training, and other subjects directly connected with our school work.

The manual training room is equipped with a first-class outfit of tools and benches. The boys are graded into small classes, and these classes receive systematic, progressive training throughout the year. The pupils have maintained their interest and enthusiasm, and the results have more than exceeded our anticipations. The boy who begins to construct things is at once compelled to think, deliberate, reason and conclude. He becomes familiar with the properties of wood, leather, metals, etc. He acquires definite, accurate control of his muscles. We do not attempt or expect to make skilled artisans of our pupils. The value of the finished work is a secondary consideration. The mental discipline secured by the accurate doing is the result desired.

Nearly all of our pupils receive daily systematic physical training. As a rule, they come to us with poorly developed bodies. Their muscular activity is especially deficient, as shown by their awkward and uncertain movements. Mental awakening generally follows as a direct result of increased physical development. The military drill is of much benefit to the boys. In nearly all of our classes in physical training we have adopted the Ling or Swedish plan of educational gymnastics. This system, as modified for our use, means the prompt execution of precise and carefully planned movements of the various groups of muscles at the command of the instructor. The pupil must be closely attentive, he must quickly hear and understand, and he must promptly execute the command. It is a mental as well as physical drill.

The splendid mental drill and discipline given these children in our formal school classes would really be of little value if the knowledge gained could not be practically applied in the way of making them happier, more self-reliant, more useful, and more like normal boys and girls in every respect.

It has long been recognized that in institution life notwithstanding the many special advantages not to be obtained elsewhere, there is more or less loss of the opportunities for profiting by the teaching of experience, and the far-reaching deductions that even a feeble-minded child makes as a result of rubbing against the very frequent and sharp corners of the outside world.

In a well-regulated institution the child's whole life is carefully supervised; he is told when to get up in the morning, what garments to put on, when to go to meals, what articles of food he shall eat, how much he shall eat, and he is kept from danger of all kinds; his daily duties, conduct and even his pleasures are plainly indicated and prescribed, and finally he is told when to go to bed at night. This guardianship is absolutely necessary, not only for his immediate welfare, but that he may acquire proper habits of life. But we try to accomplish all this in such a way that the child's personality shall be developed and brought out, and not lost sight of and extinguished. We spare no effort to bring into each child's life and experience that knowledge of common events and familiarity with the manners and customs of ordinary life that are just as essential parts of the real education of normal children as the usual instruction received in the school-room.

The daily life of our institution is based upon and closely resembles the ordinary daily routine of any other village of twelve hundred inhabitants. As far as possible we try to illustrate the various phases of life in any other community, with its cares, duties, privileges and responsibilities, its little joys and pleasures.

We try to impress upon each one the reasonable certainty that well-doing brings its reward, and that wrong-doing means an ultimate curtailment of some cherished pleasure or privilege. The love of approbation so universally shown by these children is a prime factor in our scheme of discipline and management. No corporal punishment is administered.

To keep our charges healthy, happy and out of mischief, occupation and recreation in proper proportion, must be provided for every hour in the day. A busy boy is generally a good boy. Every boy and girl in good bodily health has some regular daily work assigned them, according to their age, size and capacity, and this work is often changed, to make them familiar with different kinds of work. This duty may be very simple, and very likely could be much better performed by some one else, or it may be a half or full day's work in the garden, workshop, kitchen or elsewhere. Sunday, the one day of leisure, is the only day when it is at all difficult to keep our boys and girls happy and out of mischief.

Aside from the immediate disciplinary and educational value of work, the only possible way that a feeble-minded person can be fitted to lead a harmless, happy and contented existence after he has grown to adult life is by acquiring in youth the capacity for some form of useful work.

The boys take great interest in the farm and garden work. They have picked thousands of loads of stone from our fields and carted them off for use in roadmaking. They do all the harrowing and cultivating. One of them has, day after day, driven a pair of horses and held the plough at the same time. They do all of the weeding and nearly all of the hoeing in our large garden. The truck team, collecting and delivering supplies between the

different buildings, takes the entire time of two boys. Other boys assist the baker, carpenter and engineer. One class of boys devote all their time to painting, doing as good work as we could hire done. Two boys, proudly uniformed with red caps, serve as errand boys. The shoes of our six hundred inmates are kept in repair entirely by the work of the boys. They do all of the printing of stationery, blanks, circulars, etc., for the school. The boys also do much of the housework in the buildings where they live. The girls are kept just as busy. In the laundry they learn to wash, iron and fold clothes. They do much of the sewing, mending, and darning for our large household. Much of the children's clothing is made in our sewing-rooms by our girls. Relays of willing helpers keep our eight sewing machines busy from morning until night. Every girl at all bright is expected to keep her own clothing in repair. They are taught to wash dishes, make beds, wash windows, polish floors, sweep, dust, etc. The older girls and women are of great assistance in the care of the feeble and helpless children. The instinctive feminine love for children is relatively quite as marked with them as with normal women. A newly admitted child is at once eagerly adopted by some one. The affection and solicitude shown for the comfort and welfare of "my baby" are often quite touching. This responsibility helps wonderfully in keeping this uneasy class happy and contented. Without this cheerfully given service we could not well care for the large number of helpless and feeble children in our asylum department without a largely increased number of paid attendants.

Each ward or family of about 20 children has its separate and distinct play ground in the shady grove. All of these play grounds are equipped with swings, hammocks, tilt boards, sand-gardens, croquet sets, etc. Each group of children spends part of each day in their play ground, accompanied by the attendant, who directs and assists in their games and sports.

In the living room of every family is a liberal supply of bright-colored building blocks, picture books and play things of every sort. Every little girl has a doll of her own. These toys are always accessible, and the children are encouraged to use them as much as possible. The play things are provided, not as luxuries, but as necessities, if we wish to approximate normal, mental development. A recent writer well says: "To acquire alert minds, children must be alert; and the young child can be alert only as his play instinct is aroused. Shut out the play instinct, and you stunt his growth; neglect to draw it out, and you lessen his possibilities for strength."

Every boy or girl of suitable physical health is supposed to own a sled. Our fine hills afford splendid facilities for coasting, which are fully utilized.

At least once a week during the school year some evening entertainment is provided for the children, consisting of concerts, readings, school exhibitions, tableaux, minstrel shows, a masquerade ball, dramatic performances, and stereopticon exhibitions. These entertainments are gotten up by the officers and employees, usually assisted by some of the children. The school now owns a fine stereopticon apparatus, and nearly a thousand carefully selected lantern slides. These magic lantern pictures vividly illustrate the principal physical features of the world and the many phases of human life and its varied interests. The pictures are greatly enjoyed by the children and give them much real knowledge of the great world outside.

The most effectual means of discipline or correction for misdemeanour or waywardness is to send a child early to bed while his fellows are enjoying one of the entertainments.

Among our resources in the way of recreation must be included the "Zoo," our collection of domestic animals and other pets. The "Zoo" is

located on the play ground, between the sections assigned to the boys and the girls respectively, and consists of a large yard surrounded by a fence of wire netting and subdivided into smaller yards. Within the various sections are goats, sheep, calf, a pig, a fox, a raccoon, rabbits, guinea pigs, white mice, squirrels, hens, chickens, ducks, geese, turkeys, pigeons, turtles, frogs, and even snakes, and bears. This collection is a never-failing source of pleasure and instruction for the children. It really forms a very important part of our school object collection, as the different animals are actually taken into the schoolrooms as living texts for encouraging attention and observation, the exercise of the special senses, and developing the power of speech.

The regular holidays are observed in the most approved and thorough manner. At Christmas the hall is gaily decorated with evergreens and bunting, and every child receives several presents from the Christmas tree.

Each Sunday services are held in the assembly hall and in the west building, consisting of singing, Bible stories and simple illustrations and practical applications of the fundamental principles of morality and religion. Nearly every child attends these services, and, in addition to the moral instruction, receives valuable lessons in decorum and behaviour."

The administration at Waverley is progressive and farsighted. No new problem comes up to take them unawares. It has been foreseen. An instance of this may be given.

"The last Legislature appropriated \$5,000 for the protection of our trees from gypsy and brown-tail moths. Before this appropriation was granted it was necessary to expend over \$1,000 for labor and materials for the seasonable carrying on of this work. An active campaign was instituted and was carried on all through the winter, spring and early summer, a period covering the entire annual cycle of these pests. The work was done in accordance with the detailed advice of the State Superintendent for suppressing Brown-tail and Gypsy Moths. Although the estates adjoining the school grounds are now completely infested with these moths it is a satisfaction to report that our own trees and grounds are so free from them that it will not be necessary to ask for a special appropriation for this purpose this year. The expense of the work necessary this year can be paid from the maintenance appropriation. Some work in this direction will probably be necessary for years to come. This strenuous campaign for the protection of our beautiful trees and shrubs has preserved the beauty of our estate, and insured the future of the priceless recreation grounds of our children."

There is no doubt that this is one of the greatest places in the world to learn what can be done for and with the feeble-minded. All that can be done so far as we know now is done here.

"We do not propose to create or supply faculties absolutely wanting, nor to bring all grades of idiocy to the same standard of development or discipline, nor to make them all capable of sustaining creditably all the relations of a social and moral life, but rather to give to dormant faculties the greatest possible development and to apply these awakened faculties to a useful purpose under the control of an aroused and disciplined will. At the base of all our efforts lies the principle that, as a rule, none of the faculties are absolutely wanting, but dormant, undeveloped and imperfect."—*Wilbur*.

GREAT BRITAIN.

In Great Britain, work for the feeble-minded has made steady advances during the year. The National Association for the Feeble-minded and the National Special Schools' Union, have once more held that annual conference

which has been, in the past, such a means of stimulating all their workers and of enlisting and interesting new helpers. This year the Conference was at Bristol, and the Lord Mayor presided. Members of Parliament and others addressed the Conference, and the view was brought prominently forward, that while private charitable agencies had attempted much, there was urgent need of one central co-ordinating authority, with the power that only the Government could delegate to them, to deal with the feeble-minded.

The National Association for the Care of the Feeble-minded are actually engaged in collecting a fund for an Industrial Farm Colony for those under their charge. £8,000 is required, and about £3,000 is already secured. Their plan is to have an ordinary farm for boys, a flower farm for girls, a school for the little ones, etc. H.R.H. Princess Christian has expressed warm interest and admiration for the work, and has lent the support of her name to the scheme, which is now known as H.R.H. Princess Christian's Fund for the Industrial Farm Colony.

This Association, under the presidency of Lady Frederick Brudenell-Bruce, and with the aid of such workers as the Earl of Stamford, Mr. W. Dickenson, M.P., Mrs. Hume Pinsent. The Bishop of Stepney, Lady Galton, Miss Kirby, Dr. Ireland, Dr. James Kerr, Dr. Langdon-Down, and the Hon. Maude Lawrence, has during the year considered 662 cases, and given advice and direction to workers in distant parts of the Empire, including New Zealand.

The new Act making medical inspection of the schools compulsory in Great Britain, has, of course, resulted in increased attention to mentally defective pupils, who are now frequently mentioned in the School Physician's Report. For example; Dr. Williams, Medical Officer of Health and Chief Medical School Inspector for the County of Glamorganshire, has recently presented his first Annual Report to the Glamorgan County Council. Medical school inspection had been in operation three months. Number of schools visited, 117; number of children inspected, 4,021; number found to be mentally dull or defective, 97, or 2.4 per cent. An interesting experiment was tried by the Education Authority of Norwich, under the sanction of the Government, whose Inspector of Special Schools, Dr. Eichholz, visited the school. The experiment consisted in sending the children attending one of the Special Classes in Norwich, to an open air school on the Eaton Road Estate, about $1\frac{1}{2}$ miles out of the city. The children came by tram, half price tickets being granted to them by the tramway company. The grounds were six acres in extent, the soil was sandy, and the site of the school protected by trees. Three meals were provided, lunch on arrival, dinner and tea. About 25 per cent. of the cost of the meals was defrayed by the parents. The extra cost of maintenance, over and above the usual cost of the average pupil in a Special Class—including extra tram fares, food, housekeeper's salary, etc.—but excluding costs of site, was about 30s. per pupil for the whole time. The children were examined six times by Dr. Mathieson, S. M. O., and Asst. M.H.O., and he found marked improvement in their condition. For example; in June, the children averaged 4.4 inches below normal children in height. In September they were only 4.1 inches below normal children.

The After-care Sub-Committee of the Education Committee of the City of Birmingham has issued another valuable Report. It will be remembered that this Committee has traced out and kept a history of 370 mentally defective children, who have passed through their Special Classes during a period of seven years. Of these, 57 are earning an average weekly wage of 6s. 1d. The following is the most important conclusion in the report:

The After-care Sub-Committee, therefore, after seven years' experience with defectives, would like to endorse their opinion, previously expressed, that for a large percentage of the feeble-minded, permanent supervision is necessary for the following reasons:—

- (1) To enable them to contribute to their own support.
- (2) To save them from vicious habits.
- (3) To save them from harsh treatment at home and in the streets.
- (4) To prevent their becoming drunkards, criminals, and prostitutes.
- (5) To prevent their giving birth to children who can only grow up to be a burden to the community.

The Lancashire and Cheshire Society for the Permanent Care of the Feeble-minded, of whom Miss Dendy is the founder and leading spirit, have made good progress during the year, but have met with a severe loss in the death of Dr. Ashby, their medical adviser and chief friend. Dr. Ashby visited Canada with the British Medical Association in 1906, and will be kindly remembered by everyone who met him then. His splendid physique, simple and charming manners, and almost unrivalled knowledge of childhood and its diseases, will give him a permanent place in the memories of those who were fortunate enough to know him. Miss Dendy says in the report: "To recount the services which Dr. Ashby rendered to the Society would be to write its history from the beginning. Without his sympathy, advice, and practical assistance it would never have been founded. When your Hon. Secretary first thought of the work which might be done by such a society, Dr. Ashby was the first person whom she consulted. He consented to be one of the small committee which first met to enable her to put her views before the public. He taught her all she knows about feeble-minded children, ungrudgingly giving time and thought to the unravelling of all the problems that had to be considered. No memorial is necessary to help us to remember him; but, for our own sakes, we wish to build a little Hospital at the schools, to be called by his name.

The Governing Body remember with what affectionate kindness and tenderness Dr. Ashby ministered to sick children at Sandlebridge and elsewhere. It was his good fortune, born of a rare professional knowledge and skill, to relieve many children of physical infirmities, which, short of his help, would have made existence a burden. His work was done unobtrusively and ungrudgingly, and it has raised for him a memorial of the kind which the Society are sure would have been the nearest to his heart."

Another fact which shows the hold that the problem of the feeble-minded has taken upon the public mind and upon the leaders of public opinion, is the fact that three important associations—the British Association, the British Medical Association, and the British Society for the Study of Inebriety—have all devoted sessions to the problems of the feeble-minded. In the last named Society it was the question of Causation—The Relation of Alcohol to Feeble-mindedness, and the conclusion of Dr. Potts, Medical Investigator to the Royal Commission, corroborated by nearly all the leading authorities in England, is, that the evidence is not clear that alcoholism, by itself, in the father will produce amentia; but it is quite plain that in combination with other bad factors it is a most unfavourable element, while maternal drinking, and drinking continued through more than one generation, are potent influences in mental degeneracy.

At the annual meeting of the British Association, Mrs. Burgwin, Inspector of Special Classes under the Education Committee of the London County Council, read a paper on Schools for Defectives, tracing the movement historically, and stating that there were now in London 84 schools, with a roll of 6,006, for mentally deficient children.

"The school hours were from 9.30 a.m. to 3 p.m., with a mid-day interval of one and a half hours. The premises consisted of light and airy class rooms, with a corridor, hall and kitchen. A good dinner was provided at a cost of 2d. per head, paid by the parents. The teaching was given by trained and certificated teachers, the morning session devoted to mental work, and the afternoon to art and suitable handicrafts. The mentally deficient attended from 9.30 to 12 a.m., and from 2 to 4 or 1.30 to 3.30 p.m., according to the recommendation of the managers of the schools. Pupils were admitted to the schools by the London County Council Medical Officer, who, on examination, entered in a book called the "Family History," the particulars of the child's ailments, whether mental or physical. The teacher kept the "class progress" of the pupil in a separate book for each child. All these schools were in charge of the Special Schools Sub-committee, consisting of eleven London County Councillors and four co-opted members. The classes in the special schools consisted of boys and girls, but experience showed that the senior boys were better separated from the junior mixed classes, and they were now being taught in separate schools advanced manual work—for example, woodwork, bootmaking, tailoring, and gardening (where possible.) The lower-grade mentally-deficient need permanent custodial care in a working colony."

At the annual meeting of the British Medical Association in the Section of Psychological Medicine, one of the chief discussions was that on School Life from the point of view of Psychological Medicine. Papers were presented by Dr. Francis Warner, F.R.C.P., F.R.C.S., Senior Physician to the London Hospital, Dr. Ralph P. Williams, M.D., D.P.H., Professor of Public Health in Sheffield University, S.M.O and M.O.H. for the City of Sheffield, and the further discussion was conducted by Dr. Shuttleworth and others. This discussion was practically entirely devoted to the problem of the feeble-minded, and strong opinions were expressed as to the necessity for permanent care of the mentally defective.

REPORT OF THE ROYAL COMMISSION ON THE CARE AND CONTROL OF THE FEEBLE-MINDED.

The chief event of the year, and an event that marks an epoch in the history of the treatment of mentally defective persons throughout the world, is undoubtedly the issue, after four years of study, deliberation and the taking of evidence from 248 witnesses, of the Report of the Royal Commission, appointed by His Majesty King Edward in 1904. This Report is comprised in eight large volumes, containing 4,000 pages, of which the total weight is 25 lbs. This mass of evidence, the detailed description of all the most important institutions for the feeble-minded in Europe and America, and the wise and far-seeing recommendations made by the Commission are of such importance, as well as of such volume, as to render it impossible to deal with it adequately within the compass of a brief report. Besides, the original terms of reference of the Commission were extended by His Majesty in 1906 to cover an enquiry into the working of the Commission of Lunacy, etc.

The report first of all gives certain definitions, and then lays down certain principles, of which the following are the most important.

Definitions.

"Idiots"—*i.e.*, persons so deeply defective in mind from birth or from an early age that they are unable to guard themselves from common physical

dangers, such as, in the case of young children, would prevent their parents from leaving them alone.

"Imbeciles"—*i.e.*, persons who are capable of guarding themselves against physical dangers, but who are incapable of earning their own living by reason of mental defect existing from birth or from an early age.

"Feeble-minded"—*i.e.*, persons who may be capable of earning a living under favourable circumstances, but are incapable from mental defect existing from birth or from an early age—(a) of competing on equal terms with their normal fellows; or (b) of managing themselves and their affairs with ordinary prudence.

"Moral Imbeciles"—*i.e.*, persons who, from an early age, display some mental defect coupled with strong vicious or criminal propensities on which punishment has little or no deterrent effect.

Principles.

(1) That persons who cannot take a part in the struggle of life owing to mental defect, whether they are described as lunatics, or persons of unsound mind, idiots, imbeciles, feeble-minded or otherwise, should be afforded by the State such special protection as may be suited to their needs.

(2) That the mental condition of these persons, and neither their poverty nor their crime, is the real ground of their claim for help from the State.

(3) That, if the mentally defective are to be properly considered and protected as such, it is necessary to ascertain who they are and where they are, and to bring them into relation with the local authority.

(4) That the protection of the mentally defective person, whatever form it takes, should be continued as long as it is necessary for his good.

(5) In order to supervise local administration of this nature a central authority is indispensable.

(6) That in regard to the protection of property all mentally defective persons should have like privileges.

(7) It is essential that there should be the closest co-operation between judicial and administrative authorities.

The Gravity of the Present State of the Mentally Defective.

The Commissioners are deeply impressed with the seriousness of the situation.

"The mass of facts that we have collected, the statements of our witnesses, and our own personal visits and investigations compel the conclusion that there are numbers of mentally defective persons whose training is neglected, over whom no sufficient control is exercised, and whose wayward and irresponsible lives are productive of crime and misery, of much injury and mischief to themselves and others, and of much continuous expenditure, wasteful to the community and to individual families.

We find a local and "permissive" system of public education which is available, here and there, for a limited section of mentally defective children, and which, even if it be useful during the years of training, is supplemented by no subsequent supervision and control, and is in consequence often misdirected and unserviceable. We find large numbers of persons who are committed to prisons for repeated offences, which, being the manifestations or a permanent defect of mind, there is no hope of repressing, much less of stopping, by short punitive sentences. We find, also, at large in the population many mentally defective persons, adults, young persons, and children,

who are, some in one way, some in another, incapable of self-control, and who are, therefore, exposed to constant moral danger to themselves, and become the source of lasting injury to the community.

This evidence suggests for our consideration as a main issue how far it is possible to create a system by which these mentally defective persons could, at an early age, be brought into touch with some friendly authority, trained, as far as need be, supervised during their lives in co-operation with their relations, when that is to their advantage, or, when it is desirable, detained and treated in some measure as the wards of the State. The evidence also suggests that, as so many authorities are brought into contact with these persons—the Poor Law, Prisons, Schools, and the like—in some way a settled plan of action should be established between the various agencies, so that some one supervising authority should see that they did not pass from one authority or institution to another, helped or detained a little at each, but permanently cared for by none.”

In England and Wales, with a population of 32,527,843, the Commissioners estimate the number of feeble-minded persons at 46 per cent. of the whole population, or, 149,628 persons. Of these it is estimated that 66,509, or 45 per cent. at the present time urgently need care and protection, either in their own interest or for the public safety. The Commissioners find that by far the greater number of mentally defective persons who are cared for at all, are under the charge of the Poor Law authorities (just as we find in Ontario a large number of feeble-minded are in charitable institutions and houses of refuge). Moreover, it has been found that from 60 to 70 per cent. of the inebriates dealt with under the Inebriates Act are mentally defective.

In regard to mental defect and crime, the Commissioners recommend that, in a Court of summary jurisdiction, prior to and apart from conviction, in the case of a mentally defective person charged with crime, he should be dealt with by a reception order, renewable from time to time, so that he may be committed to a receiving house, or ward, or institution, or other place of care.

The feeble-minded person who breaks the law, often at the instigation of someone who wants the deed done and does not want to do it himself, is committed to prison. This is indefensible, because the feeble-minded are not responsible. But it is inevitable, until our prison methods are reformed. Whenever convicts are studied at all it becomes only too evident that some of them are feeble-minded.

Dr. Treadwell, the medical officer of Parkhurst Convict Prison, studied 37 feeble-minded convicts whose criminal course began under the age of 20. One man had 28 convictions between the ages of 7 and 24. Another had 34 convictions between the ages of 18 and 32. These 37 convictions began their criminal record at the average age of $14\frac{1}{2}$, and have now committed a total of 515 serious crimes.

Central Authority or Board of Control.

The most important recommendation of the Commission is that a central authority or Board of Control be constituted by the Government under suitable legislation to deal with the care, control and general interests of all mentally defective persons. The Commissioners recommend that there should be medical members of this Board, with expert knowledge in regard to the different classes of mental defects and regarding institutions and their administration; that there should also be legal members of this Board

qualified to deal with cases and points of law, and that at least one woman with special experience in the subject should be a member of this Board of Control.

The Local Authority for the Care and Control of the Mentally Defective.

The council of each county and of each county borough is to be the local authority, and will be required by Statute to make suitable and sufficient provision for the care and control of the mentally defective in their respective areas and institutions, homes, or houses, or in observation or reception wards, or under family guardianship, or in any other way of which the Board of Control shall approve. The local authority will act through a committee for the care of the mentally defective, one of the members of which committee shall, by co-option, include a woman of special experience or knowledge of the subject.

In regard to mentally defective inebriates, the Commissioners advise that the powers and duties of the county committees and of the Board of Control should extend to mentally defective inebriates as well as to other classes of the mentally defective.

That the licensing and inspection of institutions which are established for the reception of mentally defective inebriates, or in which mentally defective inebriates are received, devolve on the Board of Control.

It would appear to be the opinion of the Commissioners that while the special class has a place at least as a "Clearing House" where children, who are backward or defective may be recognized, studied, classified, yet the mentally defective child should be under one continuous authority.

The Education Authorities and Mentally Defective Children.

The Elementary Education (Defective and Epileptic Children) Act, 1899, is a permissive Act, under which education authorities were empowered, but not required, to make provisions for an intermediate class of defective children, being neither imbeciles on the one hand, nor merely "dull and backward" on the other. Up to September 30th, 1906, the Act had been adopted by 87 local education authorities; but the schools have been established wholly in urban centres, and usually where there is a large industrial population and a high assessable value. The statistics show that, taking England and Wales as a whole, the schools are few in number and very unevenly distributed. On August 1, 1907, accommodation had been provided for 9,082 children in all, of whom 4,946 were in London.

As a result of the medical investigations the Commissioners conclude that .59 per cent. of the total number of children on the school registers, or, in other words, some 35,662 children, are in need of more suitable provision than is at present existing. The Commissioners discuss in great detail the results achieved under the existing voluntary Act of 1899, and, after stating that they do not propose that Act should be made compulsory, remark:—

"We believe that by itself, and without many modifications and changes in other directions, that Act cannot meet the demands of the mentally defective; but this view is quite consistent with the opinion that a special class of some kind for the observation and training of mental defective children should be associated with other means of dealing with the mentally defective as part of a common system."

The Commissioners thus give some of their reasons for rejecting the proposal that the education authority should be the authority in charge of mentally defective children:—

A single and continuous control over the child seems to us indispensable; and by its very nature, as the educator of children and not the supervisor of adults, the education authority could not exercise this control. In the case of other afflicted children, the blind and the deaf, school time suffices for education; in the case of mentally defective children the special school or class represents but part of the education, and sometimes, indeed, the child is unfitted for any "Special School" education at all. He has primarily to be treated as mentally defective, and then, subject to the limits of mental defect as educable to a certain point. It is not, as in the case of the blind or deaf, that one faculty only is wanted. All his faculties are by reason of the mental defect reduced to a lower, or less than normal standard.

The educational system of the country established for the teaching of the normal child is, in our opinion, unsuitable for the child, who, unlike the blind and the deaf, can never reach the mental level of the normal. Also it is evident that the development of the institution and other arrangements required for this class would lead education into a department of work largely foreign to it.

It is only by taking care of children, who are mentally defective in various ways and degrees, as part of a common problem, that it becomes possible to provide for them systematically or adequately, either during childhood or later. On these grounds it seemed to us indispensable that a new authority should be established for the care and control of this class, and that it should be responsible both for children and adults.

Cost of Institutions and Suggestions as to more Economical Provision.

As regards the existing expenditure on institutions, the Commissioners say:—

That the impression left on our minds by the evidence is that in many instances the scale of expenditure has been too large; that there has been a general disregard for small economics and careful spending; that little thought has been given to what, after all, must be a chief factor in any provision made by the State, namely, the social status and normal requirements of the patients; that persons may be well cared for as patients; and yet need not be maintained under conditions altogether superior to those to which they are accustomed; and finally, that there has been no recognition of any definite and accepted standard of expenditure to which authorities should be required to adhere, and for non-adherence to which they should be obliged to give cogent and satisfactory reasons. The material for such a method of standardizing is available. In many instances, the establishment of an institution for the care of the mentally defective should not, we think, entail an expenditure of more than £100 a bed, site and drainage included, especially if regard is paid to the normal requirements of patients in the class of life from which they come. Under certain conditions it should be much less.

The Commissioners point out that:—

The three methods of oversight, certification, and detention are recommended as available for the mentally defective; they will be applied subject to statutory safeguards and at the advised discretion of a responsible committee. According to the different classes, for some oversight will suffice, for others certification, and for others certification with an order for detention. The aim of the scheme is the application of particular methods suitable for the cases of different persons, not the general adoption of any one method exclusively.

The Commissioners recommend a simple system of wardship for the oversight and control of a person who is under age, and also a method of recognized friendly care for his oversight and guidance, with, after his coming of age, a reconsideration of circumstances and conditions, followed by continuing supervision or control if it be necessary.

The Commissioners recommend a simpler system of certification than is now in operation, which may be put in force, if, in the interest of the person or of society, detention or segregation, or the right to detain, is considered necessary. But they point out that certification would not carry with it one possibility only—detention in an asylum, or licensed house, or hospital, or workhouse. It might carry with it stay in a voluntary home or in a "colony," or family care and guardianship.

Separate volumes and separate recommendations are made as regards Scotland and Ireland, corresponding, in the main outlines of the scheme at least, to the recommendations referring to England and Wales. An interesting volume and one of special value is that in regard to American Institutions and legislation. It will be remembered that five members of the Commission visited the United States in 1904. It is pointed out by the Commissioners that the care and control of mentally defective women of child-bearing age has received great attention in the United States, and they also state that "in their methods of treatment, administration and finance, the American institutions are examples that in many respects may be imitated in our own country with advantage."

Another matter which the Commissioners specially mention is the large share taken by women in the management and medical supervision of such institutions.

American Legislation, as is well known, is advanced on this subject. The State of Iowa enacted in 1897, "Every child and youth residing in this State between the ages of 5 and 21 years who by reason of deficient intellect is rendered unable to acquire an education in the common schools is entitled to receive the physical and mental training and care of this institution at the expense of the State." The age limit of 21 years was, some years ago, by provision of the General Assembly of the State of Iowa, extended to 46 years in the case of feeble-minded women.

The attention of a Mr. Bucknill, of Chicago, was called to the fact that a great number of feeble-minded inmates of the poor house were also illegitimate. He investigated one case and traced out 40 descendants of a feeble-minded couple in one Union Hospital. Everyone of the 40 was feeble-minded, and 60 per cent. were also illegitimate.

We cannot leave this problem to the working out of natural laws. We have, in the progress of civilization, secured the poor boon of life to the mentally unfit, whom nature would have removed, so that now these unfit threaten somewhat the interests of the race and we must now set our house in order and since we have secured the survival of the unfit, we must establish places fit for the unfit to live in and to make the most of themselves, so that life will be something good for them and that their lives shall not threaten others.

As Sir Clifford Allbutt says, "In this country we are great at bringing out mops and mopping up effects, but we never try to stop causes."

We must now try to stop causes.

A very large part of the work of the Royal Commission was, of course, intrusted to its medical experts, Dr. Potts and Dr. Tredgold. The special subjects of investigation were as follows:—

- (1) Children in public elementary schools.
- (2) Children and adults in poor law institutions.
- (3) Children and adults in receipt of out-door relief.

- (4) Persons known to sanitary authorities.
- (5) Persons relieved by medical charities.
- (6) Persons known to general practitioners.
- (7) Children and adults in various charitable institutions and common lodging houses, reformatories, and industrial schools.
- (8) Persons to be heard of from other sources.
- (9) Persons known to the police.
- (10) Idiots of the district in idiot asylums.
- (11) Inmates of prisons.
- (12) Inmates of inebriate homes.

Legislation.

In regard to the expected legislation, following the report, the Imperial Government has as yet made no sign, except that last week in answer to Sir George Kekewich, Mr. Gladstone stated on Monday that the question of legislation on the report of the Royal Commission on the feeble-minded must be subject to parliamentary exigencies, but he might point out that section 62 (2) of the Children Act of last session already dealt with feeble-minded children and young persons who were guilty of offences.

Every British magazine and review of importance and the British Press generally, have received the report of the Commission with the attention and interest that it undoubtedly deserves. Not one voice has been raised against its recommendations. For example, the British Medical Journal says editorially:—

“Faced with this state of affairs, to the truth of which the report bears eloquent witness, the Commissioners have made recommendations which, whilst involving certain changes in the existing machinery of administration, will, if adopted, at once co-ordinate, unify, and immensely strengthen and improve the control over and care of mentally defective persons of whatever kind. Of these recommendations in general it is not too much to say that they embody a masterly and comprehensive survey of the questions considered by the Commissioners; indefatigable zeal; a resolution to grapple with the question in its entirety which is at once bold in the enunciation of general principles and minutely careful in the desire to utilize existing institutions and to save public money; and, further, there can be little question that the scheme and recommendations of the Commissioners, if adopted, will place Great Britain at once at the head of the whole world in this matter.

In the meantime, the Commissioners are to be congratulated upon the completion of a monumental work, which marks a new era in the treatment of the insane and defective, which will be an abiding memorial to their labours, and for long a guide upon the way.”

Other parts of the British Empire, such as our own Province, where we are just beginning to stop turning away from this problem, are under a great debt of gratitude for the labours of the Commission. This great report shows us where we shall be, ere long, unless we bestir ourselves, and where should we begin? We may fitly answer in the words of an article, in *The Empire Review*, by Major C. L. A. Skinner, a member of the London County Council and Chairman of the Special Schools Committee for London.

“The very doubt as to how far the disease may have spread makes it necessary that something should be done at once as regards those cases about which there is least doubt. Feeble-minded girls must be our first care. The maternity wards in our workhouses are, at present to a fearful extent, breeding-grounds for mentally defective. Here we can make a beginning.”

Or, we may as fitly answer in the words of *The Times* :—

“The darkest side of the picture which the medical examiners have been called upon to paint arises, as might have been predicted, from the early release of imbecile or weak-minded girls from discipline or control. Numerous cases are recorded in which such girls have speedily lapsed into the criminal classes, have given birth to one or more illegitimate children, and, at the best, have completely broken down in any attempt which they may have made to assume the ordinary responsibilities of domestic service or of family life. In the great majority of such cases the lapse from good conduct is not only inevitable and easily to be foreseen, but leads, with practical inevitableness, to prolonged or repeated imprisonment, or to other forms of punitive restraint, which are absolutely inefficacious as far as the production of any permanent effect is concerned, and the necessity for which would have been obviated if the necessary external support had been afforded in time. Cases are mentioned in which, by “adopting” a weak-minded orphan girl, the guardians have been enabled to retain her within the shelter of the workhouse up to the age of eighteen, at which time she insisted upon her discharge and went forth, to reach the natural goal of her existence. In the United States girls of this class are not allowed a freedom which they are certain to misuse; and it would not seem to be difficult to place them under proper control in this country also. Every one who is well acquainted with rural life is aware that girls of this class, and the women into which they mature, are often sources of serious immorality in a village or other small community; and the practically unchecked freedom to do wrong which they now possess in this country is an evil the consequences of which are by no means limited to themselves.”

The establishment of some central authority by the Government to care for the feeble-minded, and the immediate necessity of action for the care and protection of the feeble-minded women and of the feeble-minded children in Ontario, numbering now over 1,200, would seem to be the three lessons for this Province out of the report of the Royal Commission. ,

I have the honour to be,

Sir,

Your obedient servant,

HELEN MACMURCHY.

March 12th, 1909

FOURTH REPORT
OF THE
Feeble-Minded in Ontario
1909

BY
Dr. HELEN MacMURCHY
TORONTO

PRINTED BY ORDER OF
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FOURTH REPORT

OF THE

FEEBLE-MINDED IN ONTARIO

1909.

To The Hon. W. J. HANNA,
Provincial Secretary.

SIR,—I have the honour to present the Fourth Report on the Care of the Feeble-minded in this Province, being for the year 1909.

The Report for the year 1908 appears to have aroused a larger share of public interest and attention than any previous Report on the same subject. Not only at the time of its presentation to the House, but during the whole year, both in the Province and in other parts of Canada, as well as in the United States and Great Britain, references have been made to it from time to time by those interested, and also in the Press and in official documents.

BRITISH EXPERTS VISIT ONTARIO.

Several workers for the feeble-minded in England, prominent among whom was Miss Mary Dendy, a member of the School Board of Manchester, and the founder of the Sandlebridge Schools for the Feeble-minded, visited Canada in June, 1909. Miss Dendy was invited to lecture before the Women's Canadian Club of Toronto, on which occasion a large and interested audience listened closely to her account of work for the feeble-minded in England. She also presented an illustrated lecture on "Types of Feeble-mindedness" before a crowded meeting of the International Council of Women in the University of Toronto, and we have been informed that on that occasion a large supply of the Third Report of this Department on the feeble-minded of the Province of Ontario, presented at the request of the International Council's Committee on Literature, was immediately exhausted, and many who wished to obtain copies were disappointed.

ACTION OF THE BOARD OF EDUCATION, TORONTO.

At the request of Mr. Rawlinson, Chairman of the Board of Education of Toronto for 1909, I visited with Miss Dendy a number of the Public Schools of the City of Toronto. The Chairman had suggested that we should see

- (1) A school in one of the poorest districts of the City;
- (2) One in a district of average conditions;
- (3) A school in one of the best districts.

This we did, and, at the invitation of the Chairman, Miss Dendy addressed the Board at their regular meeting on the evening of June 18th. in the Council Chamber of the City and County Municipal Building at Toronto.

MISS DENDY'S REPORT TO THE BOARD OF EDUCATION.

Miss Dendy spoke as follows:—

“GENTLEMEN,—I have to-day, in compliance with the suggestion made to me, visited three of your schools, containing I believe about 1,800 children. Dr. MacMurchy accompanied me, so that a skilled medical opinion might be given on any cases that appeared to me to be defective. The results of a somewhat hurried enquiry are interesting as confirming the general opinion that amongst *all* school children (excepting those who are Jews) one per cent., or rather more, will be found to be defective. Personally, I believe that when those are added whose defect is so severe, or so combined with bodily weakness, as to prevent their attending school, about two per cent. will be found of these unfortunate children. We will take the Jewish children first; of the eighteen hundred children in the schools visited five hundred are Jews, and amongst these we found only two defectives. They were both severe cases. This agrees with what has been found to be the case elsewhere. The Jews have very few mental defectives.

Amongst the thirteen hundred other children we found eleven cases in school. Two severe cases were reported as being away from school at the time of our visit.

In the third school we visited the children were dismissed before we had seen them all. Some few cases, also were noted by the teachers as being abnormally dull, but there was no time to examine them. Of the two Jewish children one was a boy; of the eleven other children eight were boys; also the two severe cases away from school were boys.

It is improbable that any of these children will be able to earn their own living when they grow up. The worst case is that of a strong well-grown lad of fifteen.

Since more minute enquiry into the condition of children has been made in England, it has frequently been found that in cities where it was asserted there were no defective children, the usual percentage has been forthcoming. It varies somewhat in different localities, being usually greater in the country than in the towns.

In England it is reckoned that there are one hundred thousand defective persons uncertified, in addition to one hundred and ten thousand certified. It is certain, notwithstanding the careful enquiries made under the direction of the Royal Commission, that not nearly all defectives are yet discovered and reported.”

MARY DENDY.

The above report is a joint one, both on account of the suggestion of the Chairman of the Board, and also because, as Miss Dendy explained, such work cannot be done without the assistance of a medical expert.

I found all the children above described defective mentally, but so far as my present experience guides me, I do not think that we have in Ontario as great a proportion as one per cent. of the school population defective mentally. It will be some time before we are in a position to form an accurate judgment on that and on other matters closely related thereto. We need first the enforcement of compulsory school attendance and of laws in regard to truancy. And we greatly need a census of the school population of the Province.

Immediate attention was given by the Board to Miss Dendy's address. Mr. James Simpson spoke briefly, stating that he had for some time been intending to urge action in this matter, and that he would now move that the teachers in each school be requested to report to their Principals the number of children under their care who were, in their opinion, apparently defective mentally. This

motion was seconded, and the Board passed it unanimously. The matter afterwards came before the School Management Committee, and it is understood that the return has been received and will be dealt with, under the direction of Dr. Charles Sheard, Medical Health Officer of the City of Toronto, early in 1910, and that a report will probably be presented to the Board of Education at an early date. Mr. James Simpson, Chairman of the Board of Education for 1910, also took occasion to mention this matter in his inaugural address as Chairman. X

AN EXPERT FROM GERMANY.

Among other delegates to the International Council who took a special interest in the welfare of the feeble-minded, was Dr. Tiburtius, of Berlin, Germany, who contributed a paper to the proceedings of the Council in the course of which extended reference was made to practical and sympathetic methods of examining feeble-minded children.

THE UNITED STATES. CO-OPERATION AND INTEREST SHOWN IN ONTARIO REPORTS.

From the United States requests have come to this Department to prepare papers or addresses, or to take part in discussions on the following occasions:—

First National Conference on Infantile Mortality, held at Yale University, New Haven, under the auspices of the American Academy of Medicine, November, 1909.

Sixth Annual Conference on Backward, Truant and Delinquent Children, held at Buffalo, June, 1909.

Thirty-sixth National Conference of Charities and Correction, held at Buffalo, June, 1909.

Further reference will be made to these, but it should here be said that these opportunities have been of great value because they have made it possible to keep in touch with recent work, to acquire information, and to establish and maintain mutually helpful and sympathetic relations with other workers, especially those who have shown themselves capable of enlightened and progressive views, and who have successfully carried out plans and policies founded on such views.

The Conference on Infant Mortality devoted one session to the consideration of the welfare of children who cannot safely be reared by the mother. The one reason accepted for this, and it was referred to repeatedly by the experts who advised the Conference, was the feeble-mindedness of the mother. The problem of how to prevent such feeble-minded women becoming mothers was briefly but decidedly referred to by the Conference, the universal opinion being that custodial care for them was such a necessity that it admits of little or no argument.

Frequent communications have been received from workers in the United States of America about our work here, and requests have been numerous for copies of the three previous reports on the feeble-minded. For example, from the Russell Sage Foundation, from Clark University, from the Child Conference for Research and Welfare, and from Professor Earl Barnes, of Philadelphia, these communications have come.

Professor Barnes says in part:

"Your Third Report on the Feeble-minded in Ontario is one of the most admirable documents on the subject that I have seen in a long time. It must prove a strong working argument for the cause."

ATTITUDE OF THE PEOPLE OF ONTARIO.

The press, as well as the people of Ontario, are evidently watching the course of events in regard to the care of the Feeble-minded in this Province, as frequent references in print and in conversation and in public gatherings show.

TENTH CANADIAN CONFERENCE OF CHARITIES AND CORRECTION.

At the Canadian Conference of Charities and Correction, held in Toronto on October 19th, 20th, and 21st, almost every speaker, whether his or her sphere of labour was a prison, a house of refuge, an hospital or a charitable institution, referred to the question of the Feeble-minded, the necessity for taking care of them, and the serious consequences, yearly becoming more serious, of delay in dealing with the problem. The final meeting of this conference was a joint session with the North York Teachers' Association, and at this meeting the subject of Backward Children gave rise to an important discussion, several teachers and others referring to the fact that Feeble-minded children, though not numerous, were sometimes found in the schools.

THE KINGSTON PRESS.

The editor of *Church Life*, Kingston, in commenting on certain notorious criminal cases, writes as follows:—

"The morals of the people are suffering in some localities, judging by the Robinson and Beavertown cases. What can be expected, however, from weak-minded persons? They should be in some public institution, the wards of the government, and so protected from abuses and society from hereditary taints. These later cases are strong evidence for the annual appeal to the local government, evidence that will be simply irresistible in its quality. The heart sickens when it is realized that there are people so lost to all the decencies of life that their relations are more brutal than human."

Nor are these the only cases where crimes, either against the Feeble-minded, or done by the Feeble-minded at the bidding of the vicious and depraved, have been entered on the criminal calendar of Ontario. Every district of the country can show similar cases. But these cases were horrible, and the people of Ontario have not forgotten them.

THE SOCIAL AND MORAL REFORM LEAGUE.

The Social and Moral Reform League, and the clergy of the Anglican, Presbyterian and Methodist Churches have again expressed themselves on this subject.

The Toronto *Evening News* says in this connection:—

"In acknowledging Mr. Hanna's enthusiastic attitude towards the care of the Feeble-minded, Rev. Dr. Chown pays the Provincial Secretary a well deserved tribute. The problem of safe-guarding these unfortunates is a difficult one, and it deserves the serious attention of the municipalities, as well as of the Government."

THE BRANTFORD EXPOSITOR.

The Brantford *Expositor* devoted its leading article in one issue to this subject, and quoted largely from the report which it endorsed and supported.

THE TORONTO GLOBE.

The Toronto *Globe* has also given great attention to the subject and says, editorially, that the report "must always be read with mixed feelings. The primary one must be that of profound pity for those who come into the world with a confused, defective brain, living in a mental and moral twilight, yet unfortunately not experiencing that kindness and consideration which their stricken condition should naturally excite. It is a disgrace that everywhere they are the butts of the community, the sport of the children, and sometimes, alas, the victims of adult viciousness. Until comparatively recently the conscience of the community was not as tender to the claims of these defective creatures as it ought to be. They are seen harried and tantalized on the streets, and no one feels it to be a duty to put a stop to the painful spectacle.

There is a side of it, also, of still greater moment. It is well recognized now that such weaklings leave an offspring often illegitimate and similarly defective or useless. The exercise of some care over the lives of these strays for a generation would undoubtedly greatly reduce their number, and looked at merely as a piece of economy would overwhelmingly justify itself. Hon. Mr. Hanna has, during his term of office, studied the problem, and is circumspectly moving towards a firmer and more comprehensive dealing with it."

Further on in the same article the remark is made that "there can be no satisfactory handling of the evil until the treatment and instruction begin at a much earlier period in life."

Finally, the editor deals with the key to the whole problem as follows:—

"In this connection the difficult problem of the backward child in the ordinary classes of the public schools deserves attention. The backward child not only makes little or no progress itself, but the attention which it demands tends to detract from the progress of the normal children in the class. The remedy is, of course, special classes for the defective children. The defects which these children manifest cannot, of course, be removed by education, and the segregation of them at school is only a preliminary step to caring for life for those who, it is found, cannot stand alone. It is a fundamentally important question, and it is satisfactory to find that the Provincial Secretary is seized of the fact and has set his mind on endeavouring to find some solution."

OFFICIAL REFERENCES TO REPORTS OF THIS DEPARTMENT.

Further evidence that the Third Report was useful is to be found in the fact that the Report of the Standing Committee on Defectives, presented at the Thirty-sixth Annual Meeting of the American National Conference of Charities and Correction, by the Chairman, Superintendent J. M. Murdoch, of the State Institution for the Feeble-minded of Western Pennsylvania, quoted rather largely from it. Superintendent Murdoch had previously written a courteous communication to this Department requesting permission to do so, and expressing a high opinion of the Report.

The Third Report has also enabled the Department to secure copies of many similar reports and other documents relating to the Feeble-minded, published in Great Britain, the United States and elsewhere.

INSTITUTIONS WHERE THE FEEBLE-MINDED ARE CARED FOR.

The Industrial Refuge at Toronto continues its excellent work for the Feeble-minded, and even improves on it. The Matron, Miss Rankin, whose unusual

powers of organization and leadership are here employed to the great benefit of her large household, and to whom I am indebted for much of the following information, has under her care at present about seventy women, whose ages vary from fourteen to ninety, all of whom, except ten of twelve permanent and mostly aged inmates, are feeble-minded.

One woman referred to in the Third Report as a confirmed mendicant, whose children were being neglected and taught to beg, continues to do a little work ("enough to save herself") and looks clean and respectable.

Another girl referred to in the Third Report was employed, on our last visit, dusting a room and polishing the floor, with evident interest and relish, "enjoying her job," like President Roosevelt. When spoken to kindly she dodged behind the door, quite shy with happiness.

E. P. looks well, and is as good and affectionate as ever.

A. A. during the year made one bad mistake. A man in the neighbourhood, whose morals were not of the best, hung round the wall, threw over notes, put up ladders, and otherwise tempted the girls until finally three of them ran away, and in this escapade A. A. was concerned. This incident illustrates the need, not only of police supervision, but of high walls for such an institution, and a site removed from any doubtful or too easily accessible neighbourhood. The three girls were sent to the Mercer to serve a term. A. A. has been a good girl since and works hard.

The most encouraging thing about these inmates is their happy industry. Montaigne says that the most certain sign of wisdom is a continual cheerfulness. Taken as it is doubtless meant, for the average worker at the average day's work, and not as applying to specially serious and significant occasions, such as the great changes and tragedies of life, this saying is doubtless true. And it may be applied to the condition of the Feeble-minded here. When we see them wearing not the vacant smile of idiocy, but the quiet smile of contentment, when we see them industrious and see the work of their hands really good useful remunerative work, when we see that these things and the understanding, knowledge, and kindness with which they are treated have their vindication and their reward in the cheerfulness of those who are the subjects of our care, then we may read a new meaning into Montaigne's words, and say that the most certain sign of the wisdom of those who rule and bestow care is in the continual cheerfulness of those on whom the care is bestowed.

A. A. was almost gay and pathetically confident of demeanour, and so proud of having been a good girl ever since the last time. She called after us with a mixture of affection and pride in her voice, "Why don't you come to see us oftener? You don't come half often enough." What a contrast to the neglected feeble-minded girl—useless, cowed, afraid, disgraced, broken-spirited, fallen—no place for her anywhere—taken advantage of by everyone so disposed! She and her children, who never should have been born, wandering back and forth along the hard way of the transgressor from one Maternity Hospital, Orphanage, Shelter, Haven, Workhouse, Prison to another—costing the community double or treble (or perhaps a hundred times, who knows?) what she would if made happy and safe working for herself before she had fallen, or when she had not fallen often, in a place like this.

Mrs. A. P., one of the difficult cases, has made great progress in the year. As mentioned in the Third Report she is the feeble-minded wife of a feeble-minded husband. But she has actually made a place for herself, and is quite an important person in the Refuge, though she was a lamentable failure outside. She possesses

in a marked degree the virtue of early rising, and when she is given something to do as part of the daily routine, that work is always faithfully done (more than we can say of all mentally sound people!). She can be trusted with a good deal. As for the feeble-minded husband, she invariably refers to him by the proud title of "The Baby's Pa," and his frequent calls upon her on visiting days are a source of interest and excitement to the whole house. Mrs. A. P. is admonished at once, as soon as anyone catches sight from the window of "The Baby's Pa" approaching, that she must hurry and get ready and go upstairs to see him.

The mental condition of "The Baby's Pa" may be judged by a wonderful plan he has elaborated to go to housekeeping again with his wife and the baby. This is to rent a room from some rather apocryphal person, to pay the rent by getting his wife to work for the apocryphal landlady, and to secure his wife's freedom by the aid of the police. He intends to invite two or three constables to assist him, to guide them within sight of the Industrial Refuge, "Then I'll say, 'Come on, boys, she is in there,' and I'll get her out!"

As for the poor feeble-minded child of this extraordinary pair, whose birth created the title of "The Baby's Pa," she is kindly cared for in one of our best institutions, and is frequently visited there by her father. She does show signs of mental defect, and still perhaps we can make something of her, perhaps she can fill some sheltered corner in the Scheme of Things, and if the Province has to support her partly, still we have the consolation of knowing that the feeble-minded father is cared for (by his family) and working a little, that the feeble-minded mother is almost self-supporting, and that we have not four or five more children. None of these things would have happened if we had let this case drift.

As we go on through the house we meet A. B., one of the best girls. She is allowed to have a room to herself, and works well, and is a pleasant girl. Her sister, in spite of the fact that A. could not take care of herself at all, and was twice in a Maternity Hospital within little more than a year, is very angry that A. is here, and would like to get her out. To look at A. those who know nothing of the higher grades of the Feeble-minded might agree with the sister. When one sees the inmates, useful, clean, industrious, contented, one thinks they could surely do housework out in the world, where domestic servants are so much needed. Most of these have already proved that such a course would be impossible and disastrous to them. It recalls to one's mind the reply of Rob Roy to the Duke when His Grace said to the famous outlaw, on whom he had just passed the sentence of death:

"You will do well, sir, to warn your wife and family and followers to beware."

"My Lord," said Rob Roy in answer, "were I now with my folk, I could rule four or five hundred wild Highlanders as easy as Your Grace these eight or ten lackeys and footboys. But if Your Grace is bent to take the head away from a house, ye may lay your account there will be misrule among the members."

In this well governed house, with a good woman and an excellent officer at the head of it, with no one to tempt, no one to betray, no one to set a bad example, with work and order and civility the rule of the house, with their whimsicalities understood, and their weakness compensated for by someone else's strength, these poor girls and women look clean and work well and speak civilly, and try hard and successfully to be good. But not even Rob Roy's wild Highlanders could use worse language, or be more easily tempted, or live lazier lives, or commit more crimes, than the feeble-minded prostitutes and criminals of a modern city. From this fate it is the duty of the civilized State (which assumes the responsibility of caring for minors deprived of their natural guardians and of protecting those

whose minds are so diseased as to render them irresponsible), to save those who will always mentally be minors of about the age of nine years and whose minds have never developed far enough to make them other than irresponsible.

Some few Feeble-minded, placed in exceptionally good homes and also placed under authoritative supervision to see that they remain in these homes, under favourable circumstances, may do fairly well. But for the vast majority custodial care is the only proper course, and this applies almost without exception to those who have once found their way to Government or charitable institutions. On this point there is no difference of opinion among those who have studied the subject, such as Dr. Walter E. Fernald, of Waverley.

As an authority on the Feeble-minded, Dr. Fernald has, in the opinion of the British Royal Commission on the Feeble-minded, and others well qualified to judge, few superiors.

In his last report, published in 1909, of the famous Massachusetts School for the Feeble-minded, of which he is Superintendent, Dr. Fernald says:—

“With the girls generally the introduction of the musical training, the domestic training and the fascinating forms of handwork—embroidery, fancy work, etc.—has opened up many natural sources of feminine interest and pleasure. This greatly broadened life has apparently made a permanent change in the relation of the girls as a whole to the school and to life generally. As a class they have become much better contented, better behaved and have become infinitely more like normal women in every way.

This noticeable change in the apparent mental condition of so many of our girls has opened up a new set of perplexing problems, as has already been called attention to in the report of the trustees.

It often happens that a girl is committed to the school because she has been found impossible at home and in the community. She is dull mentally, idle, untidy in dress, disobedient, wilful, incorrigible, inefficient at any kind of work. Probably she has been unchaste, perhaps has had one or more illegitimate children; she may have a court record. She comes to us hard and unattractive, impudent, insolent and useless. She is put in school; she is taught to read and write, to sing, to cook to sew, to knit. With good, simple food, regular bathing, physical exercise, regular habits, etc., she becomes strong, bright-eyed and attractive. She becomes quiet, obedient and well-behaved. Her friends see the change, but do not realize that the improvement is the result of and depends upon the environment of the school, the influence of association with refined women, absence of temptation, and constant supervision and direction. They demand that she may be sent home, that the family may have the benefit of her work or that she may be put out to service for wages. They do not realize that with the best possible home supervision the girl will almost always rapidly deteriorate, and quickly return to her old ways. They do not understand that the mental weakness which was the cause of the moral delinquency is a permanent condition, and in all probability will reassert itself if the constant supervision is taken away. We now have at least twenty cases where the friends are urgently asking for the discharge of female patients whose history before and after entering the school closely corresponds to the hypothetical condition described above. The apparent fitness of a girl of this type for home life, as a result of the school training, is so real that a magistrate would hesitate to commit the very girl he unhesitatingly committed, at the urgent request of the same relatives, only a few months previously. The fact that every one of the girls of this type almost certainly returns to her previous

troublesome mental, social and moral habits is well understood by every one familiar with mental defectives.

This year, two girls who had been admitted to the school under the conditions described above improved so much in every way that the relatives honestly believed that it was not fair to keep them here longer, and also wished to have the girls at home to assist with the house work. Prominent people became interested and urgently requested the discharge of the girls. The families promised to closely watch and guard them. The trustees finally permitted these girls to return to their homes. They quickly became unmanageable and wayward, and both became pregnant within a few months of their discharge. Both girls were then recommitted to the school.

The existence of this large institution is largely due to the demands of parents, physicians, clergymen, court officers, social workers, and thoughtful people generally, that feeble-minded women should be permanently removed from the community. In this State there is an urgent demand for the commitment and permanent detention of the higher grade cases of defect, where the social incapacity and the moral weakness are more obvious than the mental backwardness. These cases cannot support themselves, and are most undesirable and troublesome members of society. Under institution conditions, protected, supervised and helped as they are, they soon behave much like normal women. If sent out into the community they almost invariably return to their former habits. It is not difficult to obtain powerful pressure to discharge these cases. Indeed, the fact, well known to alienists, that these girls are often attractive and bright-looking, and are able to talk glibly and plausibly, is very convincing, even to the courts. We have, therefore, to face the anomalous fact that it is easy to have a class of patients committed to the school under a permanent commitment who in a few months are likely to impress the same court as cases who ought at least to be released on trial, on the principle that no person ought to be permanently deprived of his liberty on the mere assumption that he will in all human probability misbehave or commit crime.

This state of affairs is largely due to the fact that the medical and popular appreciation of the existence of this most dangerous class of so-called moral defectives has not yet been adequately formulated into workable legal definitions and precedents."

But we are rapidly learning the practical and right way to deal with these cases, and legal definitions and precedents will follow before long.

No one in the Industrial Refuge requests to be allowed to leave. It is, in fact, a favourite remark of another inmate, E. D. (conversation among the Feeble-minded has a strong tendency to frequent repetition, and even to becoming stereotyped), "I don't see why any girl would want to go away from *this* house."

B. L., a willing girl, Mrs. H., a poor woman who has always been mentally inferior, and cannot even remember to eat her meals without being reminded; A. F., whose mother died in an asylum; M. H., whose favourite remark is, "A great many people are fools and don't know it, but I know I am!" are all looking well. M. H. needs very constant care. On one occasion it was necessary to burn some suspected rubbish and M. H. added fuel to the flames in the shape of the whole stock of clothes of another of the inmates. She had, however, sufficient sense of right and wrong to make her think afterwards that she should give her own clothes to the inmate whose clothes she had destroyed!

M. I., a quiet, sweet-looking girl, and a good worker, was rescued by the Salvation Army. It seems hard to believe that this girl, now looking not only

respectable, but attractive, was very immoral, and had three illegitimate children in as many years, and still believes, what some evil person told her, namely, that this was quite right and proper!

There are three girls in the house much younger than the others, whose ages are fourteen, eighteen and nineteen. One of these was the despair of her father and brother who could do nothing with her. With much difficulty she was placed here, and now is no trouble to any one, but is learning to work.

Of the other two, who have become friendly and "make a team," accounts are most favourable.

L. W., fourteen years old, is helped a great deal by one of the older girls, who is both gentle and refined.

E. T., who is nineteen years old, does with L. W. a great amount of work. They work together turning wringers and turning mangles, and every other needed work they will do, so that Miss Calder, one of the assistants, frankly says she does not know what she would do without them.

THE HAVEN, TORONTO.

The good work of the Haven, referred to at some length in the last Report, still continues. There are now among the inmates about 30 women who are mentally defective, most of whom are utterly unable to protect themselves morally.

All are fond of music and most of them exceedingly fond of flowers. The Superintendent, Miss Brooking, to whom I am indebted for much information (see below) and assistance, would very much like to try the influence of gardening upon them. All are inclined to self-conceit and boasting, and nearly all are violent and irritable in temper, but also affectionate, and with patient and loving training are able to develop considerable power of self-control. Nearly all are restless, and fond of motion and change. Nearly all are capable of great interest in various kinds of mechanical work, especially if results are beautiful. They often show signs of decidedly artistic ideas. They are generally very emotional, impatient of restraint in private life, but usually happy and contented with the cheery life of an institution. Can be *led*, but not driven, though requiring a very firm hand at times. Nearly all are kindly and good to little children, to the sick and to the aged. They are prone to imagine various ailments, and without exception anxious to be taking medicine all the time! Most of them are physically defective.

This Institution has been visited regularly by me at the beginning of each month. A few notes follow on some of the cases.

P.K.—Interesting case of arrested development. Had a severe illness at the age of three years, and though now twenty-seven, still talks and acts like a child of tender years. Is very affectionate and kind-hearted. Quite bright in some ways; is a self-appointed detective if anything dishonest is in the air and always tracks the culprit successfully.

She had to be sent from the Haven to the Hospital soon after admission, and was there discovered weeping copiously. She would give no reason for this, nor could she be comforted, but repeated over and over "I want to go back to the lady in the plaid dress." It was remembered that Miss Brooking had been wearing a plaid dress which greatly took P.K.'s fancy. She could not at first remember names, but always referred to the Superintendent as "the lady in the plaid dress!" Is fond of bright colours, of flowers, and also of music. Is clean in her person. Learning to sew, though very slowly—helps in the wash room with simpler parts

of the work. Is of a happy, playful, innocent disposition, and improving greatly with training. Quite unable to protect herself, and has had two children, both dead.

F.L.—Forty years of age, and for nearly thirty years in the Haven. Feeble-minded and epileptic—one side partially paralyzed. Violent and irritable in temper, but kind-hearted. Extremely clean in person, and very industrious. Scrubs beautifully with left hand, and is learning to sew fairly well. Made an immense effort to learn to read, but had not been trained early enough to do much. Has to be managed like a child, and when giving way to her occasional outbursts of passion, has to be punished like a child, by some restriction, as going without a meal, etc., after which she will be quite well-behaved for weeks.

L.D.—Has been in the Haven three years. Improved greatly. Was extremely quarrelsome at first. Is now conquering this, though still subject to occasional lapses. Imagines herself the victim of every ailment she hears of another having. Neat worker, and very clean. Has learned to sew beautifully. Writes and reads fairly well, but finds spelling and arithmetic more difficult, though improving steadily in both. Is extremely dictatorial, always advising others, but is kind-hearted, and can be led and controlled by her affections.

M.B.—Twenty-nine years of age, and looks much older. Appeared very idiotic at first, and showed little intelligence, but brightened up wonderfully during her first year at the Haven. Learned to wash and dress herself neatly, to help in wash room, to sew, but not to put the simplest garment together. Learned to read a little and commenced writing. Began to look quite intelligent. Gentle and happy in disposition, and very affectionate. Belonged to very respectable but poor family; formed the wandering habit, and grew uncontrollable. Settled down quite happily at the Haven, and showed no desire to wander. Used to howl like an animal when restrained, but has dropped this habit entirely. As time passed began to complain of pain in her back, and was in a hospital for some months under treatment for neurasthenia. During this time in hospital, lacking mental stimulation and being waited upon like a child, she fell back into more than her former imbecility. Makes no effort to keep herself clean. Can neither read, write nor sew, and has formed a strong aversion to any form of effort or exercise. Has formed the habit of staying in bed, which she never had before, and only wishes to doze away the hours, waking at meal times and eager for food. However, we are beginning all over again, and hope soon to stimulate to mental and physical activity.

S.M.—Age unknown. Year after year says she is twenty-seven. Looks fifty! Too old when found to do much with her along new lines. Is very neat about her person, but grows careless and untidy in her work, unless continually spurred on. Likes to be quiet and undisturbed. Will go out alone into the grounds and getting behind a tree, sing aloud in a high childish treble, with face lifted to the sky, and illuminated by a broad smile. Often laughs aloud at her own thoughts. Is passionately fond of flowers. When she thinks no one is looking, will go along the whole length of the border, touching each leaf and blossom with loving fingers, smiling or laughing to herself the while. Might have been developed if found in time.

I.E.—Five years in Haven. When first admitted nursed an old doll, sucked her thumb, and wept continually. Now does housework *well*; also mangling and ironing. Sews very neatly. During last year has learned to read fairly and write neatly. Puts forth immense efforts to reckon simplest figures, but is improving even here. Is fond of singing, and has learned many hymns. Rarely

shows the old violent temper, and is always bright and happy, except after the rare visits of her relatives, when she goes back to old state for a few days. Is delighted with her own progress. Will always need continual direction.

R.G.—Is twenty-two years of age, and has been four years in the Haven. Can manage machinery after much training, and, of course, under continual oversight. Is kind, willing and amenable to authority. Learning well, though slowly. Makes great mental effort, and is generally fairly bright in her narrow routine of daily life. Exceedingly faithful in general. Is subject to severe bilious attacks, during which she sinks back into almost a state of imbecility. Gentle in disposition, and usually truthful, but has lapses, when she tells the “tallest” stories full of self-conceit. Spent her spare time for weeks helping another who could not read, to learn the fifth chapter of St. Matthew, for which a prize was offered. In reporting progress she said that “Rosie had now learned her chapter perfectly, except that she got her blessings mixed.”

J.M.—Extremely feeble-minded, and withal stubborn. Has been treated in two hospitals and was simply beyond restraint. Was insolent, defiant and quarrelsome, and lazy to a degree. Concluded that at present the physical was all to which an appeal might be made. One day when she had been picking quarrels with everyone in sight, apparently for the pure fun of the thing, and ended by knocking down an unoffending comrade, she was shut up alone in a small empty room. When she found herself left alone to think, she commenced to scream and pound the walls like a maniac. As a last resort, the hose was turned upon her for a few moments, and when she promised to try to behave decently to the others, she was taken upstairs, stripped of her wet clothing, rubbed thoroughly and put to bed for the rest of the day. She has been completely subdued ever since; is still provoking and trying, but gives in immediately when reprovved, and requires no further punishment than to be made sit alone for an hour or so. Is kind-hearted, anxious to help sick or aged, but possessed of an innate love of teasing, which makes her a trying companion for others of limited capacity and irritable temperament. One mental peculiarity is that though learning to read nicely, spelling seems impossible to her, even with the most painstaking individual teaching.

A.R.—Is said to have been an exceptionally bright child up to about fourteen years of age, when she had a severe attack of illness brought on by over-study and grief for the loss of her mother. Was for several weeks, as nearly as can be learned, almost insane. Upon physical recovery, was still mentally unbalanced, usually at regular intervals. Would do the most erratic things. Upon growing stronger went into a situation as domestic, but was morally incapable of protecting herself, and came under our care as a maternity case. Has been here nearly a year, and is recovering poise, both mental and physical. Rarely exhibits any tokens of old restless irritability—is getting back into habits of study, doing excellent work in all lines. Is very neat in person and of dainty habits. Hope she will soon be able to take light situation under kind guardianship. A very pathetic and interesting case.

M.C.—Very wild and uncontrolled. Perpetually reminds one of a broncho. Is loud and rough and fond of boasting. Is restless in the extreme, and if compelled to remain in one place, will turn her head from side to side with precisely the motion of a caged animal. Will work at one thing and in one place for only a few minutes. When first admitted was subject to no restraint and would roam through the house at will. It was almost one person's work to watch and follow her, trying to interest her in some useful occupation. Is taming down wonderfully, works fairly well at active work where there is a good deal of going about. Is

learning to sew, a little at a time. Is doing fairly at school work, and is quite happy and content. Delights in being praised.

E.C.—Very simple and fond of boastful talk. Kindly, respectful and obedient, as she has been fairly well brought up in poor but decent home. When she contracted the wandering habit her parents could not control her, and she drifted to the City and fell into the hands of the police as a vagrant. Is given to romancing—says she has been six times married, though now only twenty-one. Is one that will improve with training.

It is true that those who support themselves in an institution under favourable circumstances are in quite a different position from those who support themselves in the world. The normal person always takes some share in the direction and development of others. Almost never are the feeble-minded able to do that. The normal person really earns three times his own support.

“In any rationally organized community the common labourer can earn enough to support himself, his wife and family. If not where’s the next generation of workers to come from? The imbecile has no wife or family. If, therefore, he does one-third of a full man’s work, or just as much more than that as will make up for the extra supervision he requires because he is an imbecile, he may rightly claim to be self-supporting.”

THE NEGLECTED FEEBLE-MINDED.

HOW LONG CAN THE PROVINCE AFFORD TO NEGLECT THEM?

By far the majority of the Feeble-minded seen this year, or referred to this Department for advice, have not been in any Institution. There is no room for them. There is no Institution for them, and every case we hear of usually brings other cases to light.

Good so far, that we can say, “These excellent Institutions have cared for 80 or 90 Feeble-minded women and girls during the year.” But this Department receives almost every day a letter from Hamilton, or London, or St. Catharines, or Peterborough, or Kingston, or North Bay, (to name the places from which the last half-dozen letters were received), or some other city or town, or from a village, or a country district in Ontario, giving just such a history, and saying, “Where can we send her?” “What can we do with her?” And what can we answer? The Industrial Refuge is full. The Haven is over-crowded. *The Feeble-minded women and girls alone who need such care and have it not in this Province are, according to our best information and estimate, at least from 500 to 1,000, and there are probably born to them now every year about 100 children, most of whom will probably be Feeble-minded.* How long can we afford to delay?

UNSUCCESSFUL ATTEMPT TO SEND A GIRL TO SANDLEBRIDGE.

During Miss Dendy’s visit, I advised a clergyman who had several times come for advice about a near relative, to appeal to Miss Dendy for admission for the child to the Sandlebridge School. Miss Dendy agreed. The application form was duly filled out, and arrangements made to pay for the child in England. After Miss Dendy left Toronto, I received a telegram from her, stating that the Board of Sandlebridge School declined to allow the child to enter, and asked me to advise the clergyman accordingly.

THE MOST HOPEFUL YEARS.

This child is meantime with her relatives, losing the most hopeful years for being trained, while she and her family wait until the people of Ontario make some provision to educate and care for the Feeble-minded children of the Province, who "not being imbecile and not being merely dull and backward, are defective—that is to say, by reason of mental defect, are incapable of receiving proper benefit from the instruction in the ordinary public elementary schools, but are not incapable by reason of such defect of receiving benefit from instruction in special classes and schools," *and who have as much right to education as any other child, and more need of it.* The normal child will get an education almost in spite of himself. Not so the feeble-minded. The State must care for the irresponsible, or pay the penalty.

A CASE IN MANITOBA GOES TO THE UNITED STATES.

Another case, this time in Manitoba, came to light while I was in the West this summer. The mother's letter says:

"We have tried to find out to see if there was any School in Canada, but failed, for we would have much preferred a Canadian School. So we have made all arrangements to take our little girl to a School in the State of —— next week. But we would be very much obliged if you would give all the information you can in regard to help for backward children, as it may come in handy for future reference."

AN INTERESTING LITTLE GIRL.

One of the most interesting cases seen this year was N. H., a little girl of nine years of age. She was a good little girl, clean and nice looking, and she had a good mother, who came with her. The little girl was an only daughter. The mother assured me that she could make out what N. H. said, but that no one else could, and was pleased and surprised when N., with a little teaching, learned one or two new words on the spot, and seemed to understand what was said to her, gradually losing her apprehensive look, and finally smiling.

As they went away through the open door, N., who had momentarily been acquiring more confidence, turned on the threshold and said to me with a wistful look, mentioning first a name which neither her mother nor I could make out, but which we thought was probably one of her schoolmates: "—— said N. was silly, but N. is not silly." "No," I said, "She should not have called Nora silly. Nora is a good girl." Nora smiled, and smiling, went away.

She could be taught a great deal. She is nine years old. The hopeful years for teaching her are from three to thirteen years of age. I hope we shall have a school and teacher for her, and for a boy of twelve, whose brother, a student in the University of Toronto, brought him for advice last week, and the little girl who could not get into Sandlebridge, and for the one who has gone to a School in the States, and for the other children who need such a class, NOW, before they are too old to get much good from it.

N. H. is at school now in one of the Public Schools of Toronto, in the Second Part of the First Book (not that she was fit at all for promotion from the First Part of the First Book), and her teacher, with much kindness, and with the patience of Job, has almost got the other children to let her alone, and not to be too much distracted by the uncouth noises she makes whenever the class sings or recites. What more can the teacher do? Few would, or could, do as much. The teacher has 49

other children and she gives N. H. now far more than one-fiftieth of her time and care, not to mention all the distraction and distress and delay which the mere presence of such a child in a class of normal children always causes.

THE SISTERS OF OUR LADY OF CHARITY.

The Sisters of Our Lady of Charity at West Lodge Avenue, Parkdale, have for years received Feeble-minded girls, cared for them, and taught them. Among the cases sent there this year was one girl of twelve years, E. B. She was an inmate of a charitable institution in Toronto, but was troublesome on account of being very defective mentally. She could not be taught her letters, nor indeed, anything else. She had not grown properly, and was delicate. Her mother, deserted by her father, had three other children to provide for, and was very desirous of placing her with the Sisters of Our Lady of Charity. So we asked them to take her.

THE MAYOR ATTENDS TO A CASE.

Another girl, E. K., aged twenty, was also placed in the same Institution. She came from a town in a somewhat distant part of Ontario. The Mayor of the town wrote himself to this Department saying that this poor Feeble-minded girl had no parents, no friends, and no home. No one was willing to receive her, and "If you can arrange for her admission we will be thankful, as we have no means of looking after her here."

Admission was accordingly arranged for, and the Mayor was notified by Long Distance Telephone and requested to send the girl under charge of some responsible person, to be brought first for medical examination before being placed in the Institution. She came the next day, May 24th, under the charge of the Chief Constable of the town, and her mental condition was only too plainly evident. On being given something to eat, she devoured it at once in that peculiar furtive way which is much more characteristic of the lower animals than of the normal human being. She seemed not to have the slightest choice about where she should go or stay, or where she was to be sent, but was perfectly indifferent and contented no matter what was said or done.

She is doing well under the charge of the Sisters.

A HIGH TYPE OF THE FEEBLE-MINDED.

Another girl, N. W., aged sixteen years, brought to me from out of town by her mother, was one of the most marked and interesting cases yet seen in the course of this investigation. Her father was a Presbyterian minister, and her mother goes out nursing, and is quite unable to look after this poor girl.

She is pretty and attractive, of a high type of feeble-mindedness. Can read some—reads Eaton's Catalogue, for example, with great attention, and certainly could be taught a great deal. In such an Institution as the Industrial Refuge she would rise to the top of the ladder, and be a leader and help among those less gifted. But there is no room and no place yet. Her mother's last letter to me, beautifully written and well expressed, is as follows:

"Will you kindly give me the terms on which you could enter my daughter in a school where she could be taught the common branches of education, and be under a kindly and systematic discipline. My daughter is sixteen years old, so I feel if there can be anything done for her, it should be now.

"I shall be truly grateful for the efforts made in her behalf."

RE-PATRIATED CASES.

A few cases have been re-patriated from Canada during the year, and one case at least has been re-patriated from the United States to Canada. This was A. G., aged twenty-seven years, a Canadian, who was re-patriated from a Buffalo Maternity Hospital. This was her second child, both illegitimate. She is mentally defective. She was found by the police on March 2nd wandering round the Union Station, and was sent to the Haven.

Not a few Feeble-minded women and girls are found wandering about the Union Station at various times. G. G., aged twenty-two years, one of Dr. Barnardo's girls, was one of these so found. She was distinctly feeble-minded, and seemed to have no sensible ideas on any subject. Her own account of herself was that she had come to Toronto to find some respectable young man who would marry her! On account of her condition she had to be sent at once to the Maternity Hospital.

A TYPICAL CASE.

The following is a report from one of the Agents of the Children's Aid Society:

"It is quite apparent that the mother of a little seven-year-old girl now in the Shelter here is in danger of repeating her old habit, as she is of weak mind, and consequently easily persuaded on this line. I do not know her exact age, but think she is almost thirty. She is the mother of three illegitimate children, the youngest being some six or eight months old."

It must again be repeated that these are only a few cases selected almost at random out of a large number reported during the year. These reports are made in various ways.

THE DOCTOR'S LETTER.

Sometimes it is the physician who is so indignant at the wrong and cruelty of the lives of the Feeble-minded, he cannot help protesting, as in the following case:

"You are taking an interest in the Feeble-minded immoral women of the Province. There is a woman in our town, aged about twenty-two years, who has had two children born out of wedlock. She went to Michigan and married, so her mother says, but she has come back and is living here again. I suppose her husband has left her, and no doubt she will keep on having children with a regularity worthy of imitation by the wealthier classes. This is a serious case, as she is feeble-minded, and her progeny will no doubt be immoral and probably idiotic, if not criminal. Can nothing be done in a case like hers? It is a miserable experience to have to attend obstetric cases like hers. I would like to know if there is any law applying to cases like hers. She will, unless prevented by law, go on having children, until nature prevents her."

These are dreadful words. But they are true.

WHAT COULD BE DONE.

The next letter on our file is from one of the most valued and respected municipal officers of this Province. He has been considering the same question from his point of view. He sees these women in the Houses of Refuge, where they simply come and go, sinking deeper every time, and his letter says: "That the young women in question cannot be so employed in the Houses of Refuge so as to make

the best and most profitable use of whatever ability they may possess, while in an institution provided specially for them the utmost of what they are capable of would be secured."

THE UNITED STATES.

In Educational, Philanthropic, Municipal and Research work the Feeble-minded have not been forgotten in the United States during this year. In fact, we find perhaps more progress and more permanent record of such work than has before been observed.

REPORT OF THE COMMISSIONER OF EDUCATION.

The Annual Report of the Commissioner of Education for the United States contains references to such work in New York City and in Germany. Superintendent Maxwell, of New York, points out that the increased influx of recent years of an inferior class of immigrants from Southern Europe has been followed by a corresponding increase in mental defectives and delinquents.

In Germany an enquiry (Weigel) as to the later life of the children who had been in these Special Schools shows that fifty per cent. or more were self-supporting.

On the other hand, an investigation (Stelzner) of two hundred weakminded persons who had not such training in Special Schools shows that there were two hundred and thirty-five convictions against them, one hundred and forty-six for larceny, forty-four as hopeless tramps, nineteen for begging, ten for housebreaking, eight for fraud, five for assault and three for forging.

It is, however, probable that the above investigation (Weigel) was made not many years after the children left school, and it is a question whether so many as fifty per cent. could maintain themselves outside of an institution for more than a short time.

SIXTH ANNUAL CONFERENCE ON THE EDUCATION OF BACKWARD, TRUANT AND DELINQUENT CHILDREN.

This Conference was a good one, and a strong bond united the members. Some of the most valuable papers presented dealt with the Feeble-minded. Such were "The Border Line Girl," by Mrs. Amigh, of Geneva, N.Y., and "The Ungraded School," by Miss McNeal, of Cleveland. Part of the latter paper reads thus:

"If the special child is to be studied with the greatest advantage to himself and the largest return to society for the money spent in salaries, it must be done by the united efforts of those who work with him in institutions and in the public school.

"Let us have the special school for the special child. It must ever be an expensive one, but the public has no choice in the matter. If the money be not spent to educate the boy, it will be needed to take care of the man."

NATIONAL EDUCATION ASSOCIATION.

At the Annual Meeting of the National Education Association held in Denver in July a comprehensive Supplementary Report was presented by a Special Committee on Provision for Exceptional Children in Public Schools. This Report appears in six different sections, of which the two most important for our purpose are, "Abnormal Children, their Classification and Instruction," by Mr. F. G. Bruner, of Chicago, and "Provision for Exceptional Children in Public Schools of St. Louis," by Superintendent Blewett, of St. Louis.

There are now in St. Louis six Special Schools, each held in a detached six or eight-roomed private house, each of which is arranged to give accommodation to two classes of fifteen pupils each, also lodging for the woman who is caretaker and attendant. There are about ninety of such children unprovided for in St. Louis, besides the one hundred and eighty children in the six Special Schools.

THE RESULT IN ST. LOUIS.—WORTH WHAT IT COSTS.

Superintendent Blewett's conclusion is as follows:

"At the end of a year and a half of experience we know very definitely that we have helped most of the pupils to a healthier, happier life. We know just as definitely that we have been only feeling our way, and that there must be a much closer diagnosis of the individual case by one specially trained to see the defects of the mind and the physical causes of the defects. What we do even with our inadequate provision is worth what it costs, both because of the good it actually does the defectives, and because of the relief it affords the ordinary school classes."

DEPARTMENT OF SPECIAL EDUCATION.

There is also at the National Education Association a separate department, called the Department of Special Education where the main topic is the education of the child seriously backward by means of mental defect. A Special Committee presented, in connection with the Department, a valuable report on Books and Tests pertaining to the Study of Exceptional and Mentally Deficient Children. This is a very helpful document, and Dr. Goddard's translation, which will be found in an appendix, dealing with the De Sanctis and the Binet & Simon tests is a distinct addition to our resources and our knowledge of the Feeble-minded and how to recognize them.

NATIONAL CONFERENCE OF CHARITIES AND CORRECTION.

Dr. Goddard's Exhibit and Demonstration of the methods employed in the Psychological Research Laboratory of the New Jersey Training School for Feeble-minded Girls and Boys at Vineland, N.J., was one of the most striking features of the Conference and Dr. Goddard's reception showed how his work was appreciated. In the proceedings only a brief abstract appears, but Dr. Goddard spoke fully and explained the ergograph and other delicate machines. When he demonstrated by the graphic method applied to case-histories, how definitely hereditary Feeble-mindedness is, the audience showed how serious were their thoughts upon this subject, and how greatly they appreciated the work of the speaker.

THE PSYCHOLOGICAL CLINIC.

Another American educational influence towards helping the Feeble-minded child, and promoting the normal development of every child is a Monthly Magazine called "The Psychological Clinic," and edited by Prof. Lightner Witmer, of the University of Pennsylvania. Clinical studies, practical papers and the results of the work of teachers and physicians are published in this important magazine, which is a great help to the work.

PERMANENT CENSUS BOARD.

A great advance in the education of mentally defective children, and of all children a little below the normal line in any way (*i.e.*, the children who need

education most) is now rendered possible by Chapter 249 of the Laws of 1908 in New York State, which provides for a complete census of children from four to eighteen years of age. This has already been begun in the City of New York. The Permanent Census Board so established consists of the Mayor, the Police Commissioner, the City Superintendent of Schools, and Assistant Superintendent Chatfield, who is Secretary of the Permanent Census Board.

The details have been rapidly worked out, and the system is already in operation. The teachers collect all the information they can from their pupils, and the cards so filled out are returned to the police, or patrolmen of the district, whose duty is then to get any additional information from the parents and others, and then return the cards to the different schools.

I am greatly indebted to Assistant Superintendent G. H. Chatfield for the information about this progressive and promising movement.

It is not possible to present all this valuable information in detail, but it is on file in this Department, and those who are interested in the highest welfare of the community, especially in questions of special education, truancy, charitable and philanthropic work, prison reform, the care of the defective and delinquent, and submerged classes, will undoubtedly support the adoption of measures which will lay a good foundation for all such work. Prevention is far better than cure. The boy or girl on the way to an unproductive, unemployed, undeveloped and criminal life, cannot be met and helped too soon. At present, the Priest, the Levite, and the Good Samaritan often do not get a sight of him or her until the period of prevention has long since passed, and the strong arm of the law has clutched our neighbour, our brother, our sister, after an indelible impress of evil is made upon the character that in school days was capable of much better things.

The first thing we must do to help these lost sheep is to find them, and this is the purpose of the School Census, as is shown by a letter addressed to all the Principals of schools in New York City by the Superintendent, Mr. William H. Maxwell.

A few extracts from this letter which are connected with the subject of this Report are here given:

INSTRUCTIONS FOR FILLING OUT CENSUS CARDS IN SCHOOLS.

DEPARTMENT OF EDUCATION, THE CITY OF NEW YORK, OFFICE OF THE CITY
SUPERINTENDENT OF SCHOOLS, NO. 500 PARK AVENUE.

December 4, 1909.

To Principals of Schools:

LADIES AND GENTLEMEN,—A census of all children between the ages of four and eighteen years is required to be taken under chapter 249 of the Laws of 1908.

I have decided to ask your co-operation in the gathering of statistics for this census for two reasons: First, because limited appropriations do not make it possible to employ the large number of patrolmen who would be required in order to complete the work within a reasonable time; secondly, because I believe that the close and sympathetic relations which exist between teachers and the children will enable them to obtain the desired information, with a very high degree of accuracy.

You are doubtless familiar with the larger purpose of the law: namely, the better and stricter enforcement of the compulsory education law and the discovery

of those children who by reason of physical or mental infirmity are not receiving the benefits of the special instruction which the Board of Education now supplies so generously by its schools for the blind, the deaf, the crippled, the tubercular and the mentally deficient.

It is further hoped that more accurate information may be obtained concerning the occupations of children between fourteen and eighteen years of age. Such information will furnish data which should assist materially in the solution of the problem of vocational training.

I therefore request that upon the receipt of the census cards from the Permanent Census Board you will have them filled out in accordance with the accompanying instructions and delivered with despatch to the school in your district designated to receive them.

Please impress upon the teachers the necessity of care and discretion in obtaining this information and inform the parents, through the children, that the information is required by law, and that all facts ascertained concerning the previous occupations of children between fourteen and eighteen years of age, will be regarded as confidential.

Very truly yours,

(Signed) WILLIAM H. MAXWELL,
City Superintendent of Schools.

If child's physical condition is defective in any of the particulars indicated by the next seven items, check such items as show the defects. In reporting on items describing physical condition, and those classifying causes of non-attendance at school, the most careful judgment should be exercised. Exaggeration of any sort should be eliminated and nothing included which in whole or part is a matter of speculation.

Note the following:

(a) *A child is to be checked as blind, either if totally blind, or if the parent claims its sight is so poor that it is unable to benefit from ordinary school instruction.*

(b) *A child having a chronic cough and fever and showing a progressive loss of weight is probably tubercular.*

(c) *A child is to be checked as ill physically if the parent claims that it is suffering from a chronic disease which totally prevents attendance at school, or if a physician's certificate can be produced directing the child to be absent from school for a long period of time.*

(d) *A child is to be checked as ill mentally if the parent claims, or if it is apparent, that its mind is so weak or defective as to render it incapable of comprehending ordinary school instruction.*

(e) *A family is to be checked as "broken" if it lacks the care and support of one or both parents, or if one or more children are inmates of another family or an institution.*

It is interesting to compare with this new plan the enforcement of school attendance in London, as reported on in The Survey, by John F. Reigart, Principal Public School No. 2, New York, showing the necessity of a SCHOOL CENSUS.

"The formation of a national habit of school-going in England," according to R. Blair, the executive officer of the London schools, "has been a long process, demanding patience, persistence, and much courage on the part of the education authorities. To-day in London, one in every 6.4 of the population is on the roll of an elementary school, and the percentage of average attendance for children of

all ages from three to fifteen is 88.9. In 1871, only 39 per cent. of the possible children were in the rolls of efficient schools, and these make an average attendance of 78.3 per cent."

The foundation of the school-going habit is the result of compulsion. In 1900 the maximum penalty for non-attendance was increased from five shillings to one pound, and in that year the school board issued over 28,000 summonses, and obtained over 26,000 convictions.

The proportion of convictions indicates the changed attitude of the magistrates. By 1908, the number of summonses and convictions had been reduced one-half, while the attendance had increased to 88.9 per cent. These results are attained at an expense of about 60,000 pounds a year for the department of school attendance, and an equal amount for industrial and truant schools, and some thousands of pounds for medals and prizes as a reward for attendance.

For administrative purposes London has twelve divisions, each with a superintendent of attendance and seating. The superintendent has general charge of the attendance officers of the district. Together with a committee of managers he meets the parents of delinquent children, issues summonses and conducts cases before the court. The divisions are subdivided into districts containing about 3,000 children between the ages of five and fourteen, the compulsory period. There are 300 school attendance officers, one of whom is assigned to each district. Fifty additional officers are employed to deal with the employment of children, and with industrial and truant school cases, to pick up children wandering in the streets during school hours, and to trace families who have removed. New York, with a school population but little less than that under the control of the London County Council, employs only eighty-six attendance officers.

In order to study the methods of enforcing the compulsory law, I visited the East Lambeth divisional office on Peckham Road, Camberwell, and was guided by H. E. A. Coates, the superintendent, who explained all stages of the work. I found thirty or forty officers at work on their records or planning visits for the following day, and I was permitted to examine the census registers, the attendance slips and the records of the cases brought up for examination or trial. The books are kept by districts, and are in charge of their attendance officers.

A schedule or register in book form is kept of all families living in the district. A census of school children is taken annually by visiting all houses below a ratable value of thirty pounds. Houses above that ratable value are only visited if it is believed that they contain children not receiving efficient instruction, or if the children are attending public elementary schools. The significant fact in the routine work of the attendance officer is that his visiting is based, not on reports of cases of truancy or even absence, but on the weekly record of each child's attendance. These records are sent weekly from each school on Friday. The officers examine each slip and select for visiting those where the attendance is irregular. If the explanation of absence is not satisfactory, he cautions the parent and marks the slip accordingly.

In boys' schools the percentage is much higher, particularly in the Jewish schools. One of these schools, that on Christian street, has maintained for several years an attendance of 97 per cent.

In order to complete my study of school attendance. I visited one school of each type to which truants may be sent. There are now three industrial schools, of which Drury Lane was the first established. This school has on register ninety boys and nine girls.

The great success of Mr. Humphreys, the head master, is due to his broad sympathy and the individual attention which he gives to each case. He visits the homes of the children soon after admission and attempts to discover the cause of truancy. He trains the children for the industry most likely to prove advantageous, secures places for them and follows them up for three years after leaving school. Thursday nights are given to the reception of former pupils.

The school is really a trade school, and the aim is to train the children for self-support, and to place them in their proper social relations. Three hours a day are devoted to trade work, three hours to school studies and the remaining time is spent in baths, swimming, physical exercises, games and meals. The school gives three meals a day. Three weeks of the summer time are spent in camp at the sea-side.

The object is not punishment, but training. The youth of the boys was particularly noticeable. Some were not more than nine years of age. Truancy is attacked in its incipient stages and overcome by years of training. The striking characteristics of this school were the well equipped buildings, large grounds, drill, excellent school work, and thorough trade training. I was particularly struck with the breadth of the trade work. Tailoring, for instance, is carefully analyzed; and accompanying each step in the practice is interesting and suggestive instruction aiming to enlist the intelligence.

It speaks well for the stage of efficiency now reached by the attendance department, that it is no longer possible to fill the places in the industrial training schools, even though children are now admitted from localities outside the jurisdiction of the County Council. The accommodation is for 1,700 children and the number in the schools in March, 1907, was 1,300.

The means by which London's great advance in the enforcement of compulsory school laws has been secured:

"The separation of school attendance from school inspection; an adequate number of officers; organization under superintendents; the prosecution of court cases by the superior officers; a school census and register in charge of the attendance officers; the keeping of complete records in the division offices; responsibility of each officer for the records of his district; the basing of visits upon the duplicate attendance sheets rather than upon the reports of absentees; the severity of the magistrates as to fines and commitments for violation of the compulsory law; the commitment of youthful incipient truants; the moral and industrial training of the school for truants; a term of commitment adequate to gaining a preparation for a livelihood; the placing of discharged truants in appropriate situations; the after care of those who have left the schools for truants; the license system, permitting the attendance of a truant in a regular school conditioned upon regular attendance or return to truant school without commitment."

EDUCATION OF MENTALLY DEFECTIVE CHILDREN IN NEW YORK CITY.

Assistant Superintendent Farrell again presents an Annual Report full of information, interest and meaning to the Superintendent, Mr. William H. Maxwell.

This Report draws attention to the two most important matters in connection with the present position of this work.

- I. Adequate reports concerning abnormally slow children now in the schools.
- II. Health conditions of ungraded class children.

208 schools have reported children as abnormally slow. Number of children examined is 2,060, and the number of ungraded classes is 61.

DIAGRAM I. PRESENTS GRAPHICALLY THE NUMBER OF SCHOOLS REPORTING CHILDREN ABNORMALLY SLOW.

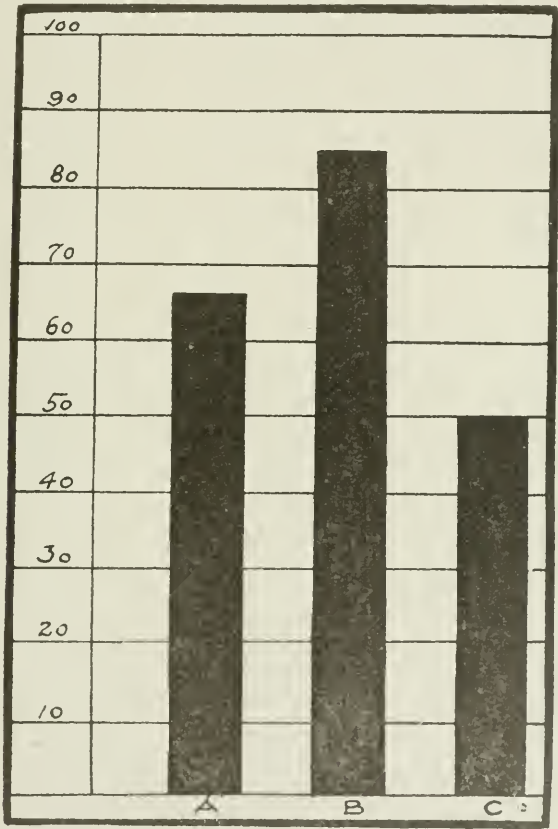


Diagram I. The shaded portion of each column shows the percentage of schools in the boroughs named, which reported children abnormally slow.

A = Manhattan.
B = The Bronx.
C = Brooklyn.

DIAGRAM II

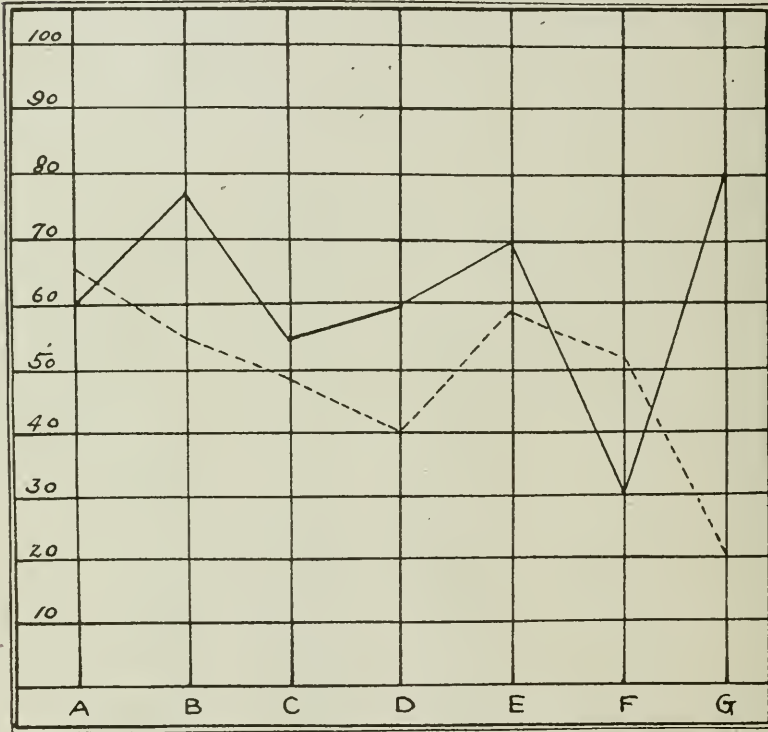


Diagram II. *Full line* shows percentage of physical defects found in 680 ungraded class children. *Dotted line* shows percentage of these under treatment as the result of the teachers' visit to the homes. A = Malnutrition; B = Nervous disorder; C = Adenoid growths; D = Hypertrophied tonsils; E = Defective vision; F = Defective hearing; G = Defective teeth

And here we meet with two difficulties.

There are many children abnormally slow and defective mentally who are not in the schools at all, and there are others who are in the schools but are not recognized. It is hoped, and confidently expected, that the School Census will find those out of school. But according to the best expert opinion, one per cent. less or more, of Public School children are slow. How are we going to find them? In Germany there is an organized, slow, scientific, laborious, patient and earnest system of child-study which accomplishes this work.

In Great Britain, Medical Inspection of Schools has to some extent solved the problem.

HEALTH CONDITIONS.

The Report goes on to discuss Health Conditions among backward children, and quotes Descartes:

"If the human race is ever to be perfected it will be the result of the combined efforts of medicine and education," adding, "In a peculiar way the ungraded classes are proving this statement. Not that we are developing a perfect type of public school child, but rather that we see definitely that without the aid of medicine and surgery our efforts lose much, if, indeed, they are not practically worthless. It is a startling fact, but a true one, that 95 per cent. of all children examined this year for ungraded classes were found to be suffering from malnutrition; 80 per cent. were decidedly neurotic; 15 per cent. showed a *very low* physical condition. It goes without saying that the physicians and the surgeons have much to do in these cases before the school can effectively train the child's mind. To get the co-operation of physicians and surgeons, two plans were followed: 1. The class teachers undertook to see that the physical defects were corrected; 2. A special visitor volunteered to do the work for *three* classes."

"As you know, the ungraded class work is particularly hard. The class teacher must be alert and active during the entire day. She is often tired out when school closes and physically unable to call upon and to persuade parents to visit hospitals. In those cases where the teacher did succeed with the parent, the condition was attached that because of the language or the timidity of the parent, the teacher should accompany the party to the dispensary. In many instances the clinic hours conflict with the school hours. Saturday has been spent by the interested and vigilant teacher in visiting hospitals and dispensaries with a view to the correction of the physical defects found in the children."

The work of the Special Volunteer Visitor, Miss Ruth Peckham, of the College Settlement, was done with forty-two children. She made fifty-seven visits to the hospitals and one hundred or more to the homes. Two-thirds of the children she took herself to hospitals, or dispensaries, for necessary medical or surgical treatment for eyes, teeth, tonsils, adenoids, tubercular glands, general nervous conditions, and in some of these cases great improvement occurred. The remaining one-third of the children were taken to the dispensaries for treatment by the parents or by some member of the family.

The Report concludes as follows:

This experiment with a special visitor warrants, I believe, the continuance of the work. Because of the place the school nurse has already made for herself in the lives of most of the people, she can do this work better than anyone else. I suggest that nurses be assigned to ungraded classes. It should be part of the duty of such a nurse to accompany parents to hospitals and dispensaries, and to see that recommendations as to food, sleep and work are carefully followed out. In addition to

the assignment of nurses to ungraded classes, it is desirable that arrangements be made for some kind of written communication between the hospitals and dispensaries, and the schools. They, as we, are striving to better the condition of the children, and this effort can be more effective if each could know what the other is doing. I suggest that some method be worked out, which will secure a closer co-operation between the school and the physician.

I want to commend to you the service which the teachers of ungraded classes have rendered this year to the children in their charge. Many have labored under most trying circumstances, but with a cheerfulness and a hopefulness which have made friends for the whole movement. While remuneration for work of this kind can never, in the nature of things, be adequate, yet the compensation which can be given should be commensurate with the service rendered.

The statistical report submitted by Dr. Isabelle Thompson Smart, the medical examiner, shows the great amount of work accomplished. With characteristic faithfulness, Dr. Smart has labored early and late to promote the cause of mentally defective children.

SUMMARY OF RECOMMENDATIONS.

1. A systematic study of conspicuously backward and conspicuously naughty children should be required.
2. The appointment of nurses to ungraded classes.
3. The establishment of some means of communication between hospitals and dispensaries and the public schools having ungraded classes.
4. The recognition of the peculiarly arduous character of the work required in ungraded classes by a salary commensurate with the service rendered.

Respectfully submitted,

ELIZABETH E. FARRELL,

Inspector of Ungraded Classes.

TOTALS FOR ALL BOROUGHES OF NEW YORK CITY, 1907-08.

	Children Examined.	Boys.	Girls.	Recommend- ed for Ungraded Class.	Re-examined.	Foreign Born.	American Born of Foreign Parents.	American Born of Native Parents.	Birth Unknown.	New Exams. plus Re-exams.
Manhattan	1,139	781	357	590	865	512	277	186	164	2,004
Brooklyn.....	780	534	246	415	263	351	160	145	124	1,043
Bronx	102	71	31	56	70	29	36	13	24	172
Queens.....	39	30	9	23		4	16	10	9	39
Grand Totals.....	2,060	1,416	643	1,084	1,198	996	489	354	321	3,258

KANSAS CITY.

The Superintendent of Schools in Kansas City puts the matter briefly and clearly in his Annual Report, issued in 1909:

Waste is entailed by the presence of defective pupils in a class with normal pupils.

Defective children are misfits in classes of ordinary children, and are impediments to class progress. Teachers will teach to these slowly moving ones, either in tender solicitude for them, or to carry them along with the class and cut down the number of failures, unmindful of the fact, or indifferent to it, that much of the time and zeal given to them might be more profitably expended in behalf of their other pupils, who thus, of course, lose and are held back. True, these brighter pupils accomplish the course; but they could accomplish more, and it is their right to derive from the school all that it can make possible to them.

The logical relief would seem to be the alleviation or cure of the defectives' ailments by prompt professional treatment, and the segregation of the incurable or resistant cases under the scientific training of specialist teachers, either in special classes in the school building, or in an institutional building specially designed and equipped for the purposes of a developmental or training or foster school.

THE RUSSELL SAGE FOUNDATION.

One of the delights of the traveller in a mountainous country is to reach, by the last step of a toilsome climb on the way to the summit, some plateau which suddenly shows him his progress, and enables him to see a vast extent of new country. Such was the position of Educational and Medical experts when the first results of Medical Inspection of Schools came in with some of that excitement which marks the reception of election returns.

But just as the new member of the Canadian Alpine Club, toiling up the Rockies, looks long ere he identifies the land-marks he has left below, so the Educational and Medical Experts will take a while to recognize and get into focus what they see. If in Sioux City there are eighty per cent. of the children examined in the Public Schools reported as defective, and about the same time only eighteen per cent. are so reported in Minneapolis, it cannot be wondered at that the average citizen, or at least the man in the street, will long for some classification such as that suggested by Dr. Elkington, of Tasmania, who, among all the Tasmanian returns in regard to medical inspection of schools, lays stress only on those he calls I. E. P. (Interfering with Educational Progress).

This leading feature of the situation has been seized to the great advantage of the community by the workers in the Russell Sage Foundation, one of whom, Mr. Leonard P. Ayres, is the author of a valuable book on Backward Children. The preparation of this volume will always reflect credit, and even glory, on the wisdom of Mrs. Russell Sage, who made it possible, as well as those who put their hands and brains to this work, and gave their lives to it.

This book touches the subject of the present report in two ways:

First: It reminds us that many children will be very backward and quite possibly reported to us as mentally defective who are nothing of the kind. The fatherless boy who will not go to school when his mother tells him is still in the land, and sometimes he never learns to read, and there are others who are seriously backward.

Second: Not all who are reported to us as backward, and only apparently mentally defective, because they are suffering from physical defects, are really suffering from physical defects alone.

When we come to investigate, though we can remove or improve apparent mental defect by putting the child into a physical condition as perfect as may be,

we cannot remove real mental defect. We cannot give mentality. We can only develop what is there, and hence the permanent need of permanent care for the really Feeble-minded.

To quote the convincing words of Mr. Ayres himself:

In studying the problems of school progress and physical defects we must not forget that school success is to only a limited extent a true measure of real ability. It may often be but an indication of adaptability and docility. Indeed it would not be surprising to find that the child of perfect physical soundness and exuberant health had so many outside interests as to render him not particularly successful in school work and that he found the rigid discipline of the schoolroom so irksome as to cause him to fail of approbation by his teachers. It must not be inferred that physical defects exercise no influence upon school progress. They undoubtedly do in a certain number of somewhat extreme cases. Current statistics do not conclusively show this because we have not as yet discriminated among physical defects. We group together all kinds from pediculosis to tuberculosis. Some have a direct bearing, some none at all. Defective hearing undoubtedly exercises an important influence on a pupil's success in school, but the fact that the child has a club-foot has no such significance. When we find that "non-exempt" children in Philadelphia have many more physical defects than exempt* children and when upon further investigation we find that the difference is caused by the more prevalent skin diseases in the former group, we have not at all established a quantitative relation between pediculosis and progress. We have merely secured one more illustration of the shortcomings of the statistics of medical inspection.

The new school hygiene is in many respects a new science and like most ambitious young sciences it too often tries to prove too much. If medical inspection were to show that 10 per cent. of all the school children were suffering from such physical defects as might reasonably be thought to have some bearing on school progress, there is little question that the study of the school records of these pupils would show a high degree of correlation to exist between their marked physical defects and their school progress. But when all defects, however slight, are lumped together and we are told that 80 per cent. of the children are defective, it is not surprising that no such correlation can be shown. In so relatively definite a test as that for vision we find the ratio of abnormality ranging from 7 per cent. in Bayonne to 70 per cent. in Cleveland.

Where the personal equation is so important, and methods and standards so little established as in the field of medical inspection, the greatest caution must be exercised in drawing sweeping conclusions from the figures furnished.

We have shown that physical defects decrease with age, that age is the important factor and must be taken into consideration in all investigations dealing with defectiveness and school progress. Secondly, it has been shown that vision does not follow the same rules as do the other defects. The examinations conducted in New York have shown higher percentages of enlarged glands, defective breathing, hypertrophied tonsils and adenoids among the dull children than among the bright children. It has been pretty well demonstrated that physical defectiveness does have a bearing on the progress of children, but it has been even more conclusively shown that physical defects constitute *a* cause, not *the* cause of retardation.

The new hygiene has before it a great field in which it is destined to splendid accomplishments in conserving the physical soundness of the rising generations. Medical inspection, through its detection and exclusion of contagious diseases, is

* "Exempt children," *i. e.*, those whose school work is thoroughly satisfactory.

preventing much misery and saving many lives. The school doctor in his study of the physical welfare of the children will make easier, happier and more successful the lives of many thousands of pupils. But when this has been said the limited possibilities in this field have to some extent been indicated. The old-fashioned virtues of industry, application, intelligence and regularity still hold sway, and among the reasons for poor scholarship are still to be found such old standbys as age upon starting, absence, laziness and stupidity.

WISCONSIN.

The State Board of Control of Wisconsin makes an important reference to the problem of the Feeble-minded in that State.

We deem it our duty to further call your attention to the situation regarding the feeble minded. Attempt has been made during the past year to secure a census of the defectives of the state. Blanks containing queries regarding the number, conditions, parentage, etc., of the defectives were sent to every institution, every town clerk and every doctor, in the state. Much difficulty was experienced in getting returns. The returns received, however, intelligently studied, show the existence of at least three thousand of these defectives, at least two thousand of them not cared for in institutions. Of this number three hundred will be cared for soon at the Home for the Feeble Minded in the new buildings now nearly completed.

It is clear that if all this class could be segregated and cared for until past the age of procreation, a great deal of suffering and sorrow could be saved to the people of the state and the growth of this burden on the community could be checked. It is earnestly recommended that steps be taken by this legislature to locate and begin the construction of an additional home for the feeble minded somewhere in the south-eastern part of the state.

MENTALLY DEFECTIVE CHILDREN IN PHILADELPHIA.

The Bureau of Health in Philadelphia has made a census of mentally defective school children :

Dr. Walter S. Cornell, of the health department; District Superintendent Oliver P. Cornman, of the Department of School Superintendence, who succeeded in securing the desired information from every one of the 240 schools of the city, thereby making the census complete; Dr. Abbott, chief of the Bureau of Health, and Superintendent Brumbaugh, united their efforts to make this census a success. The school population of Philadelphia is 150,000, and the results were as follows:

Feeble minded children who should properly be in custodial institutions, 442.

Truant, incorrigible and vicious children, or defective mentality, who should be segregated in special schools, 447.

Truant, incorrigible and vicious children, of fair mentality, who should also be segregated in special schools, 1,131.

Backward children, who require instruction by special methods in small special classes, 2,920.

Dull children, who would be benefited by special instruction but who do not absolutely require it, 6,603.

The general accuracy of the report is shown by the close correspondence of the census figures contributed by each of the eleven school districts of the city. It is also interesting to note that the total number of children stated to be defective

(11,543) agrees well with the number of children two or more years below grade (9,969) because of failure of promotion. The latter number was determined in 1908 by Superintendent Brumbaugh, the inquiry revealing also the fact that 483 children who had been three or more years in grade were included in this number.

The congregation and stagnation of the defective groups in the primary grades are well demonstrated. Of the 4,770 children (groups I, II, III, IV) who require special educational methods, only 687 are in the grammar grades, while 4,053 are primary pupils.

The truant and incorrigible children (groups II and III) are also shown to remain largely in the primary grades. Thus 1,277 of these children are in the primary grades against 301 in the grammar grades, a proportion of four to one, which is double the ratio of the primary to the grammar school population. Such a proof that crime and ignorance are usually associated is a strong argument for the prevention of wrong-doing by adoption of teaching methods suited to the individual capabilities and needs of children.

The primary grades are perhaps the most important part of our school system. We should give more serious attention to our public school beginners.

TRAINING FOR TEACHERS OF SPECIAL CLASSES.

It is hoped that this Report may be useful for reference to Boards of Education, teachers, and others interested in education, and in philanthropic work, and therefore reference should here be made to the Vineland Summer School for Teachers, conducted by the New Jersey Training School for Feeble-Minded Girls and Boys, at Vineland, N.J., which will hold its eighth session in July and August, 1910.

The purpose of the School is to give professional training to those who desire to teach in the special classes in the public schools and to fit teachers and others to better understand peculiar, backward and "special" children. The course covers a period of six weeks.

Those who teach "special" classes or those in whose rooms are apt to be many defective and backward children, need a first hand acquaintance with typical cases, and should have pointed out to them by experts the special problems of the defective, the promising symptoms, as well as the dangers and pitfalls.

With such a teacher in charge, the special class is an assured success; otherwise it must be, to say the least, not so satisfactory. There is, of course, no place for such training like an institution for the feeble-minded.

The New Jersey Training School is near Vineland, which is thirty-four miles from Philadelphia, and is one mile from the railway station on the trolley line between Millville and Vineland.

The grounds, shops, barns, dairy and other buildings are open to visitation and inspection, and every facility is given to the members of the classes to see the children at work, at school, at home, and at play.

The work of the Summer School is carried on along three main lines:

1. Observing and teaching the children in their school rooms. This is under the direction of Mrs. Alice Morrison Nash, who has been for eight years Principal of the School Department.

The students spend one hour daily in the regular class rooms with a group of selected pupils to do practice work. Elementary work in basketry, wood-working and pyrography, special sense training, sewing and knitting, clay modelling, and

kindergarten (including technical room work and games and plays), and the regular school branches are given.

Certain periods will be devoted to observation in the vocational training classes.

In order that all of the students may have a fuller knowledge of the elements of the branches that have been found of value in training "special" children (those who are not usually taught in Normal Schools; basketry, bookworking, etc., etc.) there will be class periods of two hours each week, when these will be taught.

For those who wish it a period will be assigned for band work.

2. Examining, testing and studying the children individually. This is conducted by Dr. Henry H. Goddard (A.B., A.M., Haverford; Ph.D., Clark University), who has been for three years Director of the Research Department.

This work centres in the Laboratory. Students will carry on special investigations with a number of children, and make complete examinations of at least four children. The value of the various pieces of apparatus is learned by actual use, practical tests of mental capacity made, and everything possible is done to enable the teachers to learn how to know and understand "special" children.

3. Lectures, quizzes and assigned reading. This is under the direction of the Superintendent, who is assisted by the members of the Faculty and specialists in various lines of related work.

The Laboratory comprises a suite of six rooms on the second floor of the Industrial Building. Here are found materials and apparatus for studying and testing the children.

In the main room (where are given also the lectures by Dr. Goddard) are the ataxiagraph, ergograph, tests for color and for form, tapping, precision, and other tests of motor control. Here, too, is the Psychometer (Psycho-galvanic apparatus, Jung) and the new eye-sight test.

In the next room is the anthropometric apparatus, including the Spirometer and Smedley Dynamometer. Next to this is the Director's office, where are kept the records, the magazines and reference books. Here are also the papers and blanks for the more purely intellectual tests; also the new McCallie Audiometer for testing hearing. Other rooms are used for special tests and individual examinations.

The magazine literature now includes *Journal of Psycho-Asthenics*, *Journal of Abnormal Psychology*, *Psychological Clinic*, *Psychological Bulletin*, *Journal of Philosophy*, *Psychology and Scientific Method*, *Pedagogical Seminary*, *American Journal of Psychology*, *Science*, *Popular Science Monthly*, *Training School*, *Eos*, *Die Gesundheitswaerte der Schule*, *Journal de Psychologie normale et pathologique*, *Rivista di Psicologia Applicata*, *Die Kinderfehler*, *Archives de Psychologie*, *Zeitschrift für Pädagogische, Psychologie*, etc., *Le Progres Medical*.

Past experience has shown us that the greatest good can only be accomplished by having all of the students live in the institution, and therefore the number is limited.

The following classes of students are admitted to the course:

- a. Public School teachers who have had Special Classes, or who are contemplating taking up such work.
- b. Superintendents, professors and students of psychology and pedagogy who wish a direct personal knowledge of this phase of their subjects.
- c. Teachers and trainers from other institutions.
- d. Such other workers with children as are suitably equipped and will profit by the course.

e. Any teacher who desires to have what this course can give as a practical contribution to general pedagogy.

A special examination may be required of those not holding credentials from Training or Normal Schools, or a regular teachers' license.

The fee for tuition for the course is \$25.00.

The charge for board and lodging for the six weeks is \$25.00. This does not include laundering.

The following notes may be of interest:

1. The Superintendent will lecture one hour a day on the general subject of Mental Deficiency.

The history, care, treatment, and training of these children.

The causes, diagnosis, and prevention of this condition.

Allied defects; blindness, deafness, epilepsy, paralysis, and insanity.

The aim and results of our work and its bearing on sociology and education.

2. Dr. Goddard's lectures will cover the following points:

How to test a feeble-minded child to determine the degree of defect.

What progress can we expect from the various grades of children.

The relation of the physical to the mental in defective children.

Heredity and what it teaches us.

The mental possibilities of the various types of feeble-mindedness.

Why attention is weak and what is to be done.

The value of sense training.

Relation of feeble-mindedness to insanity.

The various forms of aphasia in the feeble-minded and their significance.

Rhythm and the value of music.

What can be done to train the will.

Right and wrong methods.

Methods of discipline.

What shall we teach? How?

The rate of growth and its significance.

The fatigue curve and its relation to instruction and discipline.

Measuring the emotions.

How do manual training, basketry, knitting, number work and other possible studies develop and train the mind.

The psychology of happiness.

The psychology of plays and games.

The place of habit among the feeble-minded.

The psychology of learning.

The significance of memory.

The idiot, the genius, and the idiot savant.

3. Mrs. Nash's daily lectures will bear particularly on the practical work of training. They will embrace:

Methods of teaching the regular branches, reading, nature work, sense training, etc.

The most satisfactory approach to the manual arts, wood-working, basketry, etc.

Plans for discipline.

Entertainments and their value, and outlines for programmes.

Games and play and their relation to health and physical work.

Free discussion in all the lectures has always made them particularly valuable.

COURSES FOR SPECIAL TEACHERS IN NEW YORK UNIVERSITY.

Another summer course for teachers of special classes is that at New York University, known as the Summer School at University Heights, which is not in connection with any institution for the feeble-minded, and is held in July and August.

The following are the courses:

- S20. *The Psycho-Physiologic* Laboratory of Biology,
Nature of the Child. 9.30-10.30.
Doctor Macy.

This course is designed to give practical help to teachers of all grades in understanding the relations which normal physiologic development and function bear to the evolution of the mental faculties of the child. The physiologic importance of perfect nutrition as an aid to inducing satisfactory educational results, together with some simple tests for determining conditions of malnutrition, will be discussed. Special attention will be given to the physiologic basis of psychologic powers, and the use that may be made of these powers by the intelligent, observant, and skillful teacher. The stages of development reached by the normal child at given ages will be pointed out. A study will be made of the relations of the special senses to the education of normal children, and the developmental alterations, which may be caused or aggravated by school work, will be noted. Physiologic and hygienic problems of development preceding and during pubescence, as well as the signs of fatigue and its effects on the development and on the psycho-physiologic powers, will be considered. Wherever possible the course will be illustrated by lantern slides, wall charts, anatomic specimens, animal and human brains, and sections, and microscopic slides. An elementary knowledge of physiology is a prerequisite for students taking this course.

- S21. *The Pathologic Child:* Laboratory of Biology,
An Educational Problem. 10.30-11.30.
Doctor Macy.

Considerations of General Pathology.—The preliminary lectures of this course will be devoted to the consideration of the lack of harmony resulting from alteration in the physiologic functions of the body, and the effects, upon educational capacity and receptivity, of these pathologic conditions. Special attention will be given to the means for early recognition, and for the classification of such derangements by educators, and to such hygienic measures as are usually at their hand for the prevention or improvement of such abnormal states.

Pathology of Crippled and Deformed Children.—Pathologic conditions found among crippled children will be the topic of the second group of lectures in the course. Special attention will be paid to the causes and classification of such conditions as are found, as well as to the hygienic environment over which the educator has control, and which may be made available to counteract existing pathologic conditions. The problems of the care in school and the specialized education necessary for these pupils will be discussed.

Pathology of the Special Senses and Speech.—The third series of lectures will be devoted to the consideration of the causes and effects of partial deafness, eye defects, speech defects, and abnormalities of other special senses, their recognition

and care in the schoolroom. There will also be a discussion of the problems of education of the sense defectives, such as the deaf, the blind, etc., and special emphasis will be placed upon the effect which the pathologic conditions present have upon the mental powers of an otherwise apparently normal child.

Pathology of Mental Deficiency.—The final lectures of the course will treat of the causes, classification, means of recognition and educational care of the mental defectives. The special problems of public school treatment of this class of pathologic child will be carefully presented and discussed as fully as the time permits. The importance of the differentiation of the mental defectives, the incorrigible and the truant child by the superintendent, principal or teacher will be considered, and the necessity of their "diagnosis," being subsequently confirmed by a specialist with medical, psychological and pedagogical training, will be pointed out.

This course is designed for directors, superintendents and graduate students of education; others may be admitted if satisfactory evidence of qualification is furnished, by obtaining special permission from the Director of the Summer School. A preliminary knowledge of physiology is a prerequisite.

GERMANY.

Germany in 1905 had 230 schools for Defective Children in 150 German provinces, registering 15,000 children. That this enormous material furnished an enviable opportunity for studying the origin and antecedents of the various forms of degeneration encountered early in life was fully emphasized seven years ago by the illustrious psychiatrist, Kraepelin, and has recently led to some important researches conducted by Eugene Schlesinger (*Archiv f Kinderheilkunde*, Vol. 16, No. 1). As reported in *The Medical Record*.

The analysis by this careful investigator of the past history and antecedents of 138 defective school children showed that in 27 there was no predisposing event that could be considered sufficiently important to have causative relationship to the present defective condition. In 24 per cent. of the remainder there were unmistakable evidences of degeneration in the brothers and sisters. In 17 per cent. of the cases truancy may have accounted for the mental backwardness, while in 13 per cent. this was attributed to conditions associated with abject poverty in the home. In most of these cases alcoholism in the parents was a coincident circumstance, but its causative role was distinctly apparent in only 2 per cent. of the cases. Ten per cent. of the cases revealed a neuropathic inheritance, but many of these cases could be explained on the basis of severe antecedent illness in the child, particularly nervous diseases, such as epilepsy, cerebral paralysis and cerebral syphilis, and also tuberculosis, diseases of the eye, or to the severe disorders of infancy. In 6 per cent. the defective condition was closely linked with defect in speech, in 5 per cent. with psychopathic deficiencies, while only rarely was deafness found to be a cause. In contrast to these etiological factors, only seldom did birth traumatism, injuries to the head during early childhood, and atrophy of the thyroid, play any role, while the fact that hypertrophied tonsils were so widely prevalent excluded these as important factors in the production of the defective condition. In only 3 per cent. of the cases was the condition purely hereditary, and in 8 per cent. purely acquired, while in the remainder hereditary and acquired influences were both operative. In these, however, the acquired factors predominated.

The above figures are significant, for they emphasize the eminent importance of environment, and the urgent need of early prophylaxis in diminishing the ranks of the school defectives.

GREATER BRITAIN.

The needs of mentally defective children are being recognized and must soon be dealt with in different parts of Greater Britain.

In the First Report of the Medical Branch of the Education Department of Tasmania the following statements occur in the Report of the Chief Health Officer of Tasmania, and of his assistants. The total average school attendance in Tasmania is 14,464.

Mental Defects.—Seventy-one mentally deficient children are recorded, the proportion in Launceston Schools being strikingly low. This somewhat remarkable variation between the two cities was specially enquired into, but was found to be correct. The children so recorded are not imbeciles or idiots, but are incapable of benefiting by the ordinary methods of teaching.

The remarks of Drs. Halley and Clarke on this subject merit serious attention, and the provision of some special teaching appears to be required for these children. At present, as Dr. Halley points out, many of them are “doing no practical good at school, but are only hindering the teachers and distracting the attention of the other children.” They are also taking up much needed air space, and in a few cases are liable to become actively dangerous to their fellow scholars. Dr. Clarke gives some very definite instances in point.

NOVA SCOTIA.

Those citizens who have worked for the welfare of the mentally defective in Nova Scotia had a most encouraging audience with the Government of Nova Scotia on March 9th, 1909, on the Feeble-minded. Three members of the Moral and Social Reform Council were appointed to act as a Committee with three members of the Government, and to investigate, and formulate a plan. The Government already have land that is available.

There is no doubt Nova Scotia will deal with this matter in the near future.

GREAT BRITAIN.

The national greatness and vitality of Great Britain is in nothing more clearly shown than in the fact that she has set herself to the Titanic task of doing something for the thousands of feeble-minded, who, as completely unknown and unnoted as the tares in the field, have increased and multiplied in the “Power-House of the Line.” The problem with us is easy and within control compared with what it is in Britain, but we seem to think we can do it any time. The statesmen of Great Britain would give much for our chance.

From one of the officials at Starcross in the Christmas of 1909 came a letter saying:—

“Things are beginning to move in England. Meetings have been held all over the country to demonstrate the need of continual care of the Feeble-minded. An eminent worker in the field, who, for years has been a devoted adherent of the Special School System, and has, after a long visit here, become a convert to our opinion that Institution life, with its constant care, is what is required for these poor little mortals.

“I trust your work is making good progress.”

The Annual Report of Starcross is most interesting, and shows how its good work grows.

Public opinion in Great Britain, the freest country in the world, begins to demand some restraint of those whose children, if they have children, will be feeble-minded. *The Nation*, a fairly good index of public opinion, says:—

"It is more humane to achieve this end by restraints on marriage than by leaving the unfortunate victim of an hereditary taint to die, while conversely it is not right to enable him to propagate the disease. In this limited field eugenic principles may, with suitable safeguards, find their application: Miss Dendy, who has devoted many years to the care of the Feeble-minded—the class bordering on idiocy, but just above the line—believes that they do more to recruit the class of "unemployable" and to depress by their competition the economic status of the casual laborer than any other single cause. The weight of authority is on the side of the opinion that feeble-mindedness is largely an hereditary condition, and, if this is so, to provide permanent institutional care for this unhappy class, involving restrictions on marriage, would seem neither inhumane nor, if a suitably stringent definition of feeble-mindedness be laid down, an unjustifiable interference with liberty. The duty of refraining from marriage where there is a marked hereditary taint of very grave character, such as insanity, has long been recognized. So far as eugenics is merely emphasizing this duty and seeking to extend and define it by some systematic research into heredity, it can only do good service."

ASSOCIATIONS TO HELP THE FEEBLE-MINDED.

More sympathy and more support seem to have been given to these Institutions this year by the British public. More people are interested in them, and their work is extending. Among others may be mentioned the Conference of Committees for the After-Care of Feeble-minded Children, at Leicester, in October, 1909, where there was a numerous attendance of delegates from all parts of the country. Dr. Astley V. Clarke, Chairman of the Leicester After-care Committee, briefly explained that the object of the organization was to keep in touch with young persons of both sexes whose intellects were subnormal, and who had been provided by the State with a modified form of education in special classes. Such State care extended only till the age of 16; hence the necessity for after-care committees to follow up the cases. Adequate care of this class was well-nigh impossible without increased powers of control and detention, and even if these were granted by the State, there would be need of voluntary workers to secure the best results.

Sir William Chance contributed a paper dealing with the growth of after-care committees and summarizing their returns; the number of cases reported on this year was 2,185, as compared with 1,373 in 1908 and 1,037 in 1907.

Dr. G. H. Savage, speaking on "The social dangers of Feeble-mindedness," said that neglect of the Feeble-minded as such tended not only to the misery of these unfortunates, but to the harm of the public at large, for they gravitated into remand homes, houses of detention, convict prisons, and criminal lunatic asylums, where they formed a considerable percentage of the inmates. Therefore they had evidence enough to justify society in protecting itself, and in protecting itself it must begin at the very root. If good were to be done in preventing the frequently recurring fatuous and irresponsible crimes and offences of mentally-defective persons, it must be by continuous observation and control, and, when necessary, by permanent detention.

NATIONAL ASSOCIATION FOR THE FEEBLE-MINDED.

The annual meeting of this association was held at the Mansion House on May 13th, under the presidency of the Lord Mayor of London.

Dr. Savage, in an opening address, emphasized the national importance of the question in view of the alarming increase of the Feeble-minded class, which had been estimated as numbering, in England and Wales alone, about 140,000, of whom some 66,000 urgently needed special provision. Inasmuch as heredity was the preponderant factor in causation, and "prevention was better than cure" (which, indeed, was impracticable), the only remedy seemed to lie in the adoption of measures for the early detection of the unfit and the prevention of their propagation.

Mr. Montague Crackenthorpe, K.C., pointed out that, both from the humane and the economic aspects, it behoved society to protect itself from the criminal tendencies into which the uncared-for Feeble-minded so often drifted. An industrial farm colony, such as was contemplated by the association, would meet a great social want.

Mr. W. H. Dickinson, M.P., moved a resolution expressing the opinion that the facts brought out by the Royal Commission proved the existence of a grave national evil urgently requiring to be remedied, and pressing upon the Government the need of early legislation on the lines of the Commissioners' recommendations.

Lady Frederick Brudenell-Bruce seconded the resolution.

Dr. A. E. Tredgold, speaking from experience, said it was high time for the nation to stem the advancing tide of degeneracy, instead of dwelling simply upon the glories of the past. Unfortunately, feeble-mindedness did not tend to sterility; indeed, he had found a larger average of children in degenerate families than in others (7.3 as compared with 4.63), and unless means were speedily adopted to check the increase of the unfit, national decadence seemed inevitable. Their propagation must be prevented, and their happiness and freedom from criminality secured, by early training and permanent segregation with useful employment in an industrial colony such as it was the ambition of the National Association to establish.

The thirteenth annual report of the association shows that during 1908 there had been a steady expansion of its work. New centres around London and in the provinces had been organized, additional homes affiliated, and local after-care committees had been co-ordinated in their methods, and their results compared and tabulated. The honorary medical staff had been strengthened by the addition of several provincial consultants; and lectures had been given under the auspices of the Education Committee. The Colony Fund had benefited by an increase of £1,514 during the year, and altogether about £3,000 seems now available for this object. Much more, however, is needed.

There are now, under the National Association for the Feeble-minded and other voluntary organizations between thirty and forty permanent Homes and Institutions in which the Feeble-minded are received. Among these for example, are the Laundry and Houses of Industry at Birmingham:

"To provide safe, and, if needful, permanent shelter for those women and girls who, through weak intellect, have no power of self-protection."

"To provide remunerative employment for such, in laundry work and other suitable industries."

"And to develop the feeling that they are all members of one family, and that they must work loyally for the common good, and for the welfare of the Home which shelters them."

2,000 applications for admission to those Homes have been received during the last 16 years.

THE REPORT OF THE ROYAL COMMISSION ON THE CARE AND CONTROL OF THE
FEEBLE-MINDED.

The consideration of this Report was the chief event of 1909 in regard to the welfare of the Feeble-minded.

At the Annual Meetings and stated meetings of the Managers and Board of Guardians of Charitable and other Institutions which had any relation to the Feeble-minded, it was constantly discussed and criticised and reviewed, and efforts have been made to secure legislation founded upon it. An abstract of it has been published with comments by Francis Galton, F.R.S., Miss Mary Dendy, and other experts.

With one or two exceptions the recommendations of the Royal Commission have been generally approved, and some steps have been taken to carry them into effect. An important instance of this is the action of the Lord Chancellor of England, as follows: The Royal Commission recommended that there should be one central authority only for the general protection and supervision of all mentally defective persons, and for the regulation of the provision made for their accommodation and maintenance, care, treatment, education, training and control.

In the 63rd Report of the Commissioners in Lunacy to the Lord Chancellor, recently issued as a Blue-book, reference is made to the suggestions in the Report of the Royal Commission on the Care and Control of the Feeble-minded issued last year. They call the attention of the Lord Chancellor to certain reforms in respect of the care of the insane which, on the lines laid down by the Commission, and with only slight amendment of existing Acts, might be adopted with advantage. The points to which they more especially refer, in this connection, are the segregation or restraint of certain classes of persons of defective intellect, especially of weak-minded women and girls, in such a way as to prevent them from becoming parents, and the provision of proper care and restraint for the large number of persons who commit acts which in the eye of the law are criminal and entail punishment, but whose mental condition is not such as to render punishment a suitable method of treating them.

The Lord Chancellor has resolved, as a first step in that direction, that the duties of the Lord Chancellor's Visitors in Lunacy shall be transferred to the Lunacy Commissioners, and that for this purpose the present Visitors shall be added to the Board.

In the words of Dr. Dawson, of Dublin:—

"The recommendations of the Royal Commission are, as we have seen, not perfect—indeed, such perfection would be impossible. But, when all has been said their report remains a monument of industry and a mine of information, and constitutes the only serious attempt to deal with the problem of mental defect as a whole and with a view to prevention as well as cure. Not the least important of its services will be rendered if it forces on the attention of the nation the existence of unpalatable facts to which most wilfully prefer to remain blind."

DEPUTATION TO THE HOME SECRETARY.

Perhaps the most important public action taken in regard to the Report of the Royal Commission was the deputation to the Secretary of State, Mr. Herbert Gladstone, received by him in September, 1909. The representative character of the organization, as well as its personelle, entitled it to great consideration. It is fully described in the British Medical Journal:

Mr. W. H. Dickinson, M.P., in introducing the deputation, said its object was to urge the necessity for early legislation in order to carry out the recommendations contained in the Report of the Royal Commission upon the Care and Control of the Feeble-minded.

The study of the proper method of dealing with the Feeble-minded had begun some twenty-five or thirty years ago, and the movement had grown rapidly. Those who were engaged in the work of the Charity Organization Society had become convinced that there was hardly a branch of its labours which was not complicated by the problem of the unrestrained and unprotected Feeble-minded. The result had been a national movement, ultimately of sufficient strength to induce Mr. Balfour to appoint a Royal Commission. Anyone who had studied the report of that Commission and the evidence must come to the conclusion that it accurately represented the facts. The evil was a sore in the national life which had been festering for many years. It was easily curable, for all that was wanted was that some body or some authority, should have power to do away with the evil caused by the neglect of the Feeble-minded and mentally defective. Hitherto such persons had only been brought under control for reasons other than their feeble-mindedness—either because they were paupers, or prisoners, or inebriates, or had become in other ways chargeable to the public or brought under the notice of philanthropic associations. If there were one body whose duty it was to deal with such people, a very great deal of the evil could be removed. The deputation was very anxious that the Government should legislate on the subject as early as possible, and suggested that, as the matter was one involving social welfare, there would be no difficulty in the way.

Mr. C. S. Loch, of the Charity Organization Society, and one of the members of the Royal Commission, thought the report showed that opinion on the subject was unanimous, and it was indeed astonishing that people gathered from so many quarters were able to speak with such unanimity on the absolute necessity of some action being taken. The segregation proposed was greatly in the interests of the Feeble-minded themselves; they would live under such circumstances, happier lives, would be better cared for, and all that was good in them would be brought out. Continuous supervision was the key to the whole problem. While every effort was being made by philanthropic associations and individuals to deal with the subject, it was felt that the aid of the Government was absolutely necessary, and he therefore most earnestly asked the Secretary of State to press forward legislation.

Dr. Ramsay gave some statistics proving to how large an extent habitual inebriates were mentally defective. In the Lancashire Inebriate Reformatory at Langho, since the opening of that Institution five years ago, 273 females had been admitted, of whom 165 were mentally defective in some degree; 130 of them were married, 106 single, and 33 widows. The system at Langho was to make everyone work who was physically fit, and so successful had that been, that the charge to the committing authority had been reduced from 10s. 6d. to 5s. 3d. a head; and while the percentage of cures had not been raised so much, that of improved cases had. The great difficulty was after-care, and the Lancashire justices were waiting for greater facilities for sending people to inebriate institutions. He pleaded that the mentally defective should not go at large, populating the country with feeble-minded children. He gave figures in support of his argument, and said that statistics showed that many of the people with whom the police had to deal, and who made repeated appearances in the police courts, would be effectively dealt with under the legislation recommended by the Royal Commission.

Dr. R. C. Buist (British Medical Association) emphasized the urgency of legislation. Speaking from his own experience and from enquiries made by the

British Medical Association as to the opinion of the medical profession with regard to the report of the Royal Commission, he was able to assure Mr. Gladstone of the practical unanimity with which it had been received, not only from the point of view of the profession generally, whose experience went to the detail of cases, but also from the expert view of psychologists; he was therefore perfectly safe in saying the problem was ripe for solution.

Mr. C. N. Nicholson, M.P., pointed out that whilst there was legislation to deal with mentally deficient people possessed of property and mentally deficient people who committed crimes, there was no means of dealing with the intermediate class. He instanced, as within his experience when guardian at Shoreditch, the case of a half-witted woman who passed in and out of the workhouse, and gave birth to no less than seven illegitimate children. Probably there were at least a thousand such offspring of feeble-minded people born every year in London, and it was necessary that something should be done to check such an ever-increasing burden.

The Home Secretary said he had listened with very great interest to the speeches which had been made on a most important subject, and made with undeniable knowledge and authority. He recognized that the deputation included those who had by long practical experience acquired practical knowledge of the various ramifications of the great subject-matter which was committed to the Royal Commission for investigation. He was glad to think that there was complete agreement with regard to the questions that had been raised. The present lunacy law was in many respects very good, but in other respects it was archaic. The deputation had given examples which showed that in many directions the labour and energy entailed by the present system did not give adequate returns, and had shown that there were anomalies and deficiencies, and a necessity for reform in organization which ought to be dealt with at the earliest possible date. On all those matters there was general agreement. Speaking quite generally, he gathered that there were two main objects present to the members of the deputation: First, the many classes of weak-minded people who were now outside the unamended lunacy law; and, secondly, that there should be, by reorganization, a concentration of authorities dealing with weak-mindedness in order to produce not only a more uniform system, but a better and completer system throughout the country. The matter, of course, was one of great difficulty; its difficulties were in proportion to its scope, which, unfortunately, was very widespread; it touched the special difficulties connected with the inebriate question and also the general question of criminality—two subjects in themselves very large and very important, which, therefore, complicated to a considerable extent what he might call the main issue. There was difficulty by reason of the number of public authorities, and also in the immense number of private interests concerned, and the difficulty was further increased by the ever-present question of cost. However, there was general agreement that early legislation was the only remedy, and the earlier it came the better. The Royal Commission had issued a most admirable report, and he took the opportunity of expressing to that Commission, in the presence of some who served on it for so long a time, his sense of the patience, care, and ability which for long years were brought to bear on such difficult problems, and of the very admirable report which was the result of those labours. It was one thing to be in general agreement, however, on the main lines of the report, but experience always showed that as soon as a bill was introduced, difficulties, expected and unexpected as well, arose. Such difficulties were, however involved more or less in every attempt at legislation, and they were difficulties which had to be overcome. It was a matter of very great satisfaction and import-

ance that the Lunacy Commissioners were in general agreement with the report of the Royal Commission. Further, he thought it might be said that responsible people throughout the country were similarly in general agreement with the views of the Commission. So far as his department was concerned, it was ready to do all it could to meet the wishes of the deputation. The report of the Commission touched his department very directly; crime in relation to weak-mindedness was a constant problem, and he and those associated with him were all aware of the close connection there was between crime and weak-mindedness, and were also painfully aware of how entirely inadequate was the present system of treating crime, having regard to its due relation to the question of feeble-mindedness as a cause of crime. Therefore the Home Office, being directly interested would be only too glad to do everything possible to hasten forward any improvement. But the Home Office was not the only department concerned. He had regretfully abandoned the hope that it would be possible to introduce a bill in the present session. The reason was painfully apparent to every one now serving in the House of Commons, and he was not sure that it would be wise to bring in a bill at a time when there was no chance of making any progress with it. His own opinion was that it would encourage every sort of person to put forward useless opinions and to confuse issues, and, if he might use the expression, "to queer the pitch" for a more practical effort the following year. In conclusion, he said he was in complete agreement with the desires of the deputation, and recognized that in the views of those who had spoken and who were present, representing not only philanthropic organizations throughout the country, with practical experience in dealing with the feeble-minded, but also of the British Medical Association, must carry great weight; and he was, therefore, all the more encouraged to believe that with such authoritative agreement with the Royal Commission's proposals a practical effort could be made next year, and that the Government in any action it might take on the lines of the report of the Royal Commission would have the energetic support and encouragement of all those best entitled to speak on that most important question.

QUESTIONS IN THE HOUSE OF COMMONS.

Another significant indication of the course of public opinion is to be seen in the repeated questions asked about the care of the Feeble-minded, in the House of Commons. These have been addressed to the Prime Minister, to Mr. John Burns, President of the Local Government Board, and to other members of the Government in the House of Commons.

The Feeble-minded in Poor Law Institutions.—In April, in the House of Commons, Mr. A. H. Scott asked the President of the Local Government Board if he could issue an order upon all Poor Law authorities to remove or isolate when possible all feeble-minded epileptics, inebriates, imbeciles, and lunatics from other inmates of the workhouses, as recommended in the recent reports of the Royal Commission on Poor Law, and also in the reports of the Royal Commission on Age of Poor in 1895. Mr. Burns said that to the extent to which existing accommodation or additions to existing accommodation in Poor Law institutions might suffice for the modification of present arrangements affecting the classes to which the question referred, the powers of the Local Government Board and of the Poor Law authorities could, no doubt, be exercised in the direction indicated in the question. But for any such comprehensive treatment of the matter as appeared to be contemplated in the Reports of the Royal Commissions, legislation would almost certainly be needed.

Care of Feeble-minded (Royal Commission).—In October, in the House of Commons, Mr. Henry Walker asked whether any legislation was being prepared to give effect to the recommendations of the Royal Commission on the Care and Control of the Feeble-minded, with particular reference to the removal of mentally defective persons from the workhouses. Mr. Burns replied that the initiation of legislation affecting the methods of dealing with mentally defective persons in public institutions would not be a matter primarily for his department; but the recommendations of the Royal Commission on the particular matter referred to in the question would not be lost sight of when any such legislation was proposed.

Care of Feeble-minded.—In the House of Commons in November, Mr. Henry Walker asked the Prime Minister whether, in view of the unanimous recommendation of the Royal Commission on the Care and Control of the Feeble-minded in favour of taking out of the Poor Law all classes of mentally defective persons and of removing the feeble-minded from the workhouses, steps were now being taken for the preparation of legislation on the subject; and whether, in the meantime, care would be taken not to give the sanction of His Majesty's Government to any schemes of local authorities which would involve in any Department expenditure in a direction contrary to the recommendations of the said Royal Commission. Mr. Asquith replied that the Government were alive to the importance of this matter, and he would refer to a statement of the Home Secretary, made on August 31st last, in reply to a deputation. The Home Secretary on that occasion said that, though there might be considerable difficulties in the way of legislation, he was in agreement with the deputation as to the importance of the subject, and that he had ascertained that the Lord Chancellor was of the same opinion; and he added that he hoped to be able to make a practical effort next session in the direction of legislation. In answer to the latter part of the question, he would refer to an answer given on August 27th by the President of the Local Government Board, in the course of which he gave an assurance that he would bear in mind the recommendations of the Royal Commission, but that, pending legislation, he was not prepared to undertake that his sanction should be withheld in all cases in which proposals for new buildings for inmates of the class described might be brought before him.

Finally, in the "Children's Charter," an Act introduced by the Right Honourable Herbert Samuel, M.P., and now upon the Statute Book of Great Britain, we have in Section 58, and Section 62: 2, definite provision that the police shall take action in the case of mentally defective children living under unsuitable conditions, and magistrates are required to commit them to suitable schools for Defective Children.

In the words of Mrs. Inglis, commenting on the Children's Charter:

"Yet another natural outcome of this measure will be to force upon the State the care of the defective after he has ceased to be a child. As with the matter touched upon in the last paragraph, public opinion is coming to see more and more clearly the truth of those who say that the battalions of our idle and vicious loafers are recruited largely from the class who spring from the defective or deficient child. To safeguard the nation and to give these poor wasters a chance in life, they must be kept from the dangers and perils of freedom, and especially from the chance of bringing families into the world. The Children's Charter says good-bye to the child at nineteen, but some children remain children, or are physically deficient, all their lives. A Government Bill empowering the State to undertake the permanent charge of these grown-up children, and of those who, from physical or moral defect or weakness, cannot hope to battle with the world, would be a natural companion to the Bill already suggested."

All these things show that legislation cannot be much longer delayed.

REPORT OF DR. JAMES KERR, CHIEF MEDICAL OFFICER TO THE EDUCATION COMMITTEE OF THE LONDON COUNTY COUNCIL.

No one who knows anything about this, or any other subject connected with the Medical Inspection of Schools, or the welfare of school children, needs to be told that in the Reports of Dr. James Kerr (The First School Doctor), Chief Medical Officer to the Education Committee of the London County Council, is to be found a never-failing source of information and inspiration.

Presented to the London County Council on May 11th, 1909, and covering the twenty-one months ended 31st December, 1908, Dr. Kerr's latest report deals with the London Special Schools and Special Classes, with the welfare of Defective Children generally, and with certain difficult problems requiring research, such as Word-Deafness and Psychopathic Deafness, in a masterly way. Statistics may perhaps better be omitted. What in Ontario is seen writ small is seen in London writ large as follows:

THE INTERMEDIATE CLASS.

Are there any children who are not really Feeble-minded and so not fit for a special class, but are yet unable to make progress at an elementary school and would, therefore, be better in an Intermediate Class? In the Special Classes in London five thousand children, about whom this question was raised, were examined and in five hundred and twenty cases the answer was, Yes. They would be better in an "Intermediate Class."

THE SPECIAL CLASS A CLEARING HOUSE.

The real use and chief function of a Special Class for mentally Defective Children is that of a Clearing House.

In such special classes there are a few, from five to ten per cent., who may and do improve so much that they can go back to the ordinary class. These are at the upper end of the scale. They are, or may become, normal, or so nearly normal that they can take their place in the world.

At the other end of the scale are those who are soon seen to be fit only for permanent custodial care, and to that permanent care they should be removed in order to do the best for them. And these again number about ten per cent., and they can do a little useful work, but not much. Under supervision they can, perhaps, pick stones off a field. And of the remaining eighty per cent., about half can do manual work well, and have fair intelligence, and the other half are capable of doing a certain amount of work under constant supervision. But supervision, and that of a permanent character, is required, as will be seen by nearly all.

SPECIAL CLASS OF CHILDREN WHO DO NOT IMPROVE.

This is another problem which the experience of Dr. Kerr and the large number of children studied enables him to deal with. It will be one of the problems which the establishment of Special Classes in this Province will bring to our notice.

The children who are pupils of Special Schools for the mentally defective are defined by section 1 (a) of the Elementary Education (Defective and Epileptic Children) Act, 1899, as being those who, not being imbecile, and not being merely dull and backward, are defective, that is to say, children who by reason of mental or physical defect are incapable of receiving proper benefit from the instruction in

the ordinary public elementary schools, but are not incapable, by reason of such defect, of receiving benefit from instruction in such Special Classes or Schools as are in this Act mentioned.

It is very difficult to say how far a child who is not imbecile, is yet incapable of receiving benefit. The following are notes of certain children formerly in the Leo Street Special School:—

1.—When examined in October, 1903, this boy's articulation was very defective. June, 1904, he was unintelligible, had no idea of calculation and had made practically no improvement. June, 1905, he was doing nothing, was in the lowest grade, constantly smiling. June, 1906, his mechanical work was not better than the three R's. March, 1907, he could not count beyond four, hopeless intellectually. January, 1908, he could count up to 10. He is now 12 years of age and his speech is unintelligible to strangers.

2.—This girl was examined in January, 1903. She could not articulate plainly, was said to be quick at housework, but educationally "nil." Said she had two fingers, three heads, but one nose. In September, 1904, she could not step in line. Was of the poorest mental stuff in the centre, was malodorous. June, 1905, very unintelligent. June, 1906, a very low type of intellect not making any improvement in any subject. Was absent at each subsequent visit of the doctor. Reported as making practically no advance.

3.—This girl was examined in September, 1904. She was a tiny, undergrown little girl who knew nothing. In June, 1905, she was aged 10, had only two teeth in the top jaw, her mental capacity was nil; has had operation for tubercular bone. Now over 12 years of age; has to be frequently sent home owing to verminous condition.

4.—This boy was examined in June, 1904, when 8½. Very weak-minded, no power of calculation. June, 1906, power of grasping any point so limited that he will not be equal to an infant within 3 or 4 years. Manual work bad. January, 1908, no advance mentally; now aged 12.

5.—This boy was examined in January, 1905. A defective-looking boy. Said his age was 12; it was only 9. Could not write figure 3. June, 1906, knew a few monosyllables in book. March, 1907, articulation very poor, improvement slight. January, 1908; now 12 years old and his mental capacity shows no advance.

In April, 1908, these cases were submitted to the Special Schools Sub-Committee as, although they could not be certified as incapable of being educated, yet they had made practically no advance in knowledge for many months. The Council ultimately decided in June to exclude these children, as they were apparently incapable, by reason of their defect, of receiving benefit from the instruction given in the school; and further that particulars of the cases should be sent to the Local Government Board and to the Board of Education for their observations. The Local Government Board replied that they had no jurisdiction in regard to children not chargeable to the Poor Rates. The first of the cases was subsequently readmitted on the request of his parents, but later, after careful consideration, excluded on a medical certificate as ineducable. As he is not a pauper he will now run the streets uncontrolled.

Moral Defectives and Permanent Custodial Treatment.—This is still another problem. The necessity for compulsory powers of detention in custodial schools till 16, and later for the rest of life, of certain moral defectives is a most pressing matter. For instance just as we find in cases of pure word-blindness a defect of a particular region of the brain, sometimes as a hereditary failing which may occur in children normal in other respects, or combined with any amount of other defect, from mere dulness to low-grade mental defect, imbecility, or idiocy, so cases are found of morally defective children, who vary in mental capacity from some cases which are exceedingly clever in other respects, to children who are so bad as to be classed as imbecile. Very commonly through such individuals being on what might be considered as a lower scale of mental development than normal the emotions are much more developed relatively than the intellectual qualities which give restraint, so that they are exceedingly plausible in speech, and have a peculiarly attractive gift of adapting themselves, smiles or tears being available

with equal ease according to their environment. There are great differences in the way the defect is manifested. It is almost impossible yet to classify them, but a provisional arrangement might be made into (a) Passive, (b) Active.

(a) Passive cases (only passive trouble in school conduct).

I. Children who have irregular but recurrent outbursts showing moral defect in slight degrees amounting to uncontrollable bad temper; often with a complete heedlessness of all correction or advice, and very often a tendency to roam or wander away. These cases are probably of an epileptic nature and require detention and are to be regarded as cases of disease.

II. Children who seem merely not to be amenable to discipline. This is a large class and I think a very large proportion would be taught habits of obedience by regular and inflexible corporal punishment. Most of them are subjects for industrial training later on, but they often present other defects, *e.g.*, wordblindness.

(b) Active cases (active troubles to the teachers).

I. Children who are only differentiated from the first of the class above by their violence and destructiveness in their outbursts of rage almost unprovoked at times and quite irregular. For the greater part of their time such children are inoffensive, sometimes clever, often dull, stupid or even sullen, but in a rage behave as uncontrollable lunatics. They are, however, comparatively rare.

II. Murderous tendencies from pure cruelty. Quarrelling, pinching, biting others. Infliction of cruelty on young children or killing of animals. In particular cases these children are very objectionable in school. Manslaughter has been committed by children of innocent, pleasant, and in one case almost angelic appearance. There is every grade of mental attainment among these children afflicted with this lust of cruelty.

III. Interference with the opposite sex shows itself in boys, but most objectionably in girls. There is every grade from the natural attraction of the sexes to the most flagrant and offensive behaviour requiring the attention of the police. Here again, mental capacity may vary from children who are quite normal in school work to those who are low grade mental defectives. This particular type of girl is most difficult to deal with. It is of vital importance to place them in residential schools and separate them from other children of the same age, because though numerically few, they constitute a most vicious element, a leaven of evil among the girls with whom they are compelled to mix. It is principally for the sake of others that this policy is proposed.

In the case of the low grade girl it seems a pressing question, whether with her defects and her tendencies, she is not likely to become a mother in an exceedingly short time, and this is very probable. There is also the other question that very many of these children live in bad homes, and in some cases may be expected not to be shielded, if they are not even abetted by their friends. The question of saving the last class of children from what is called moral contamination is hardly worth consideration. Apart from their bad school influence the case of the low grade girl with strongly marked sexual tendencies can scarcely be separated from the case of any other defective child. Many of them are good looking, apparently healthy children, but all are likely in early adult life, within a comparatively short range of time, to propagate their defects, some classes perhaps earlier than the others, but for this particular reason there is hardly any ultimate benefit from segregating one class more than the others. Any segregation is therefore really on

account of mental defect, not on account of purely moral defect; otherwise the standard VII. girl with immoral tendencies would also want segregation, which no one would propose. Moral defect, as pointed out, may exist with comparatively good mental development, and there is no suggestion of segregating such individuals although they may be just as likely as others to add to the unsociable elements of the future population. It might also be suggested that in this particular class with very strong desires and passions for the other sex, exclusion from the satisfaction of these desires and passions by segregation would be an injustice which they have not deserved.

A much more humane and scientific idea than mere segregation and more economical to the State would be to deprive such individuals of the objectionable powers and capacities, at the same time relieving them of the passions and desires, before the time at which these develop.

Dr. Kerr's comments on the report are in part as follows:

The Commissioners recommend that all mentally defective children should be taken from the care of the Board of Education and placed under the Board of Control. Such proposals would lead to great difficulties in practice which may be mentioned here. There is no hard and fast line between the borderlands of normal mental conditions and feeble-mindedness, and to say that a doubtful case must pass under the authority of the Board of Control with all that implies would in very many cases be a great injustice which would be successfully resisted in the courts. It is almost impossible to make anything like a correct diagnosis at early ages; even in the infant department the diagnosis of feeble-mindedness, if attempted, would be wrong in a large proportion of cases. The proposals of the Commissioners would lead to a double set of medical officials invading the schools. The school doctors associated with the sanitary service, and an entirely different set with different training and experience, *e.g.*, the doctors under the Board of Control associated with lunacy. The same officials could not serve in a double capacity, on account of the quite different work in other respects required from them. There would be frequent conflict of opinion and certificates. As has been elsewhere pointed out, the tendency of legislation has been in accordance with the doctrine that any interference on the part of the State, through the local authority or otherwise, with a child between the ages of 3 and 16 is interference for the purpose of promoting the development of the child, mental, moral, or physical, and that whatever may be the mental condition of the child, such promotion comes fairly within the scope of education.

THE GOOD CITIZEN AND THE FEEBLE-MINDED.

Long before our own time, the dangers of the Feeble-minded have been recognized by all good citizens. They are touchingly expressed in a prayer of the seventeenth century:—

A Prayer to be used in behalf of Fools or Changelings.

BY JEREMY TAYLOR.

1613-1667.

O Eternal and most blessed Saviour Jesus, who art the wisdom of the Father, and art made unto us wisdom, righteousness, sanctification, and redemption, have pity upon the miserable people to whom Thou hast given life and no understanding.

Thou didst create us of nothing, and gavest us being when we were not, and createdst in us capacity of blessings when we had none, and gavest us many when we did not understand them; Thou bringest infants from the womb, and from the state of nature to the state of grace, and from their mother's breasts Thou dost often convey them to the bosom of Jesus, and yet they do nothing, but Thou art glorified in Thy free gift. O be gracious to all natural fools and innocents, for Thou hatest nothing which Thou hast made, and lovest every soul which Thou hast redeemed; we that have reason can deserve heaven no more than these can; but these do not deserve hell so much as we have done. Impute not to them their follies that are unavoidable, nor the sins which they discern not, nor the evils which they cannot understand; keep them from all evil and sad mischances, and make supply of their want of the defences of reason by the special guard of angels; and let Thy obedience and Thy sufferings be accepted, and Thy intercession prevail for them; that since they cannot glorify Thee by a free obedience, Thou mayest be glorified by Thy free gifts and mercies to them; and for their destitution of good in this world, let them receive eternal blessings in the world to come, through Thy mercies, O eternal and most blessed Saviour Jesus. Amen.

Modern Christianity and citizenship grows more practical as the world grows better. What we can and should do ourselves for the Feeble-minded we must not now, in the Twentieth Century, pray for "the special guard of angels" to do.

THE MOTHER OF US ALL.

And who will mother these weak and helpless children? Who but that Parent State, whom the Greeks endowed in their classic imagination with some of the attributes of Deity, and whom Christian statesmen and citizens rejoice to see slowly acquiring through long years some far-off resemblance, at least in its ideals, to that Jerusalem from above which is the Mother of us all. Among ourselves, among our English-speaking kindred about the Seven Seas, and over the international boundary line of this continent, and in almost all civilized countries, we have already state institutions where devoted men and women help to fulfil the duties of Christian citizenship by parental care of just these weak and helpless children.

We have printed the words of Dr. Fernald. Let us set beside them the words of the Editor of *The Surrey*, speaking of the work of Mrs. Fannie F. Morse, Superintendent of the Industrial School for Girls at Lancaster, Mass., another good authority on the feeble-minded.

"The border line cases of defectiveness among girls constitute the greatest danger in the way of increasing numbers of degenerates. It is one of the imperative duties of the mother state to care for these, her weaker children, who are so unable to care for themselves.

"Here is the story of cases of 'successful' placing out of such girls from one of the best institutions in the world for delinquent girls, the Industrial School for Girls at Lancaster, Mass. Is there need of argument to convince every intelligent citizen that these poor creatures should be safely mothered as long as they live?

"Twenty-one of those whose capacity for self-direction and self-support is a question, are 'paroled and successes':

"But how pitiful has been the success of those classed above as 'successes.' Two of them have had an illegitimate child, but have since married and are good though not efficient mothers; one has married a wretchedly poor widower with a family for whom she has neither the willingness nor the ability to care; eight were practically never let out of sight, and it is hard to believe that they will not go wrong when looking out for themselves; nine others were kept safe with a degree less of care, but the outlook for them is not bright; one has been four times returned to the school and has had fourteen different places. Among the thirty-nine classed as 'failures in various degrees' are twenty-one who are now of age, of whom four have each had two illegitimate children; three have each had one illegitimate child, and ten have been unchaste, of whom two have been in Sherborn prison. Three of the above girls are married—all wretchedly. Of the remaining seventeen who are still on parole, one has two illegitimate children and five have one each."

The only present refuge is the school for the feeble-minded at Waverly. There they are happy with scarcely any restraints. The life there is wholesome and keeps them straight, and so long as they are so environed it is well. But, says the report: "The point of interest for the future to develop will be whether these girls will really be detained through the child-bearing period of their lives. . . . The question of the ability of a Feeble-minded School to handle girls of this class has been demonstrated; and their fate if sent out into the world has been demonstrated, too, beyond a peradventure." And this the deduction of experience.

CONCLUSION.

The previous Reports of this Department on this important subject have met with support from the citizens of this Province and from other Canadians, as well as from fellow-workers in other countries. This question of the welfare of the Feeble-minded is not the only question, nor at present the most important question with which this Department is at present concerned. The question of Prison Reform, the question of Modern Methods for studying and caring for psychiatric patients, the whole direction of Charitable and Philanthropic Institutions in the Province, and the direction and fostering of Preventive Efforts for the benefit of the neglected children of the Province must have a first place. But the question of the Feeble-minded is in direct and partly causal relation with every one of the above mentioned questions, and it is recognized as such by you, Sir, and by the officials of your Department.

I venture to express the hope, Sir, that your wish to deal with this question at an early date, as expressed to His Worship, the Mayor of Toronto, and the large and influential deputation which accompanied him last year, may be realized, and I desire to thank you for the opportunity to work at this problem, and to lay the results before you.

I have the honour to remain,

Sir,

Your obedient servant,

HELEN MACMURCHY.

December 31st, 1909.

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Feeble-Minded in Ontario

FIFTH REPORT

FOR THE YEAR

1910

BY

DR. HELEN MacMURCHY

TORONTO

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FIFTH REPORT

OF THE

FEEBLE-MINDED IN ONTARIO

1910.

TO THE HONOURABLE W. J. HANNA,

Provincial Secretary for Ontario.

SIR,—I have the honour to present a Fifth Report on the Care of the Feeble-Minded in this Province, being for the year 1910.

The history of this question in Ontario during the present year is marked by an important advance in public interest, in public opinion, and in the action of public bodies, especially that of the Board of Education in the City of Toronto. It was formerly difficult to obtain a hearing for the Case of the Feeble-Minded, but now people come to the officials of this Department, either of set purpose, or fortuitously, and ask what is being done, or what should be done, or what is going to be done for the welfare of the Feeble-Minded. Once we had to endeavour, by approaching benevolent individuals, capable officials, or public-spirited citizens, to awaken a little interest in the poverty of the poorest of our citizens, for poverty of the mind is the most desperate poverty of all; but now people in Ottawa, London, Halifax, Montreal, and elsewhere, apply to officials of this Department for information and help in regard to a policy that shall at once provide for the needs of these poor citizens and relieve the public purse and the purse of private individuals, by enabling those who can work to maintain themselves, partly or wholly, but always and only under supervision. Once, a smile, or a stray thought, was the limit of public interest, but now the Care of the Feeble-Minded is within the region of practical politics and is being considered by Boards of Trustees and others, upon whom rests the responsibility of initiating reforms desired by the citizens whom they represent.

THE PRESS.

Again the Press has been foremost in lending aid, by good reports of meetings at which the matter was discussed, as well as editorially. For example, the *Montreal Star* and the *Montreal Herald* both gave prominence to a public meeting held under the auspices of the Montreal Women's Club, where reference was made to backward or mentally defective school children in connection with the subject of Medical Inspection of Schools. And in Ottawa, both the *Ottawa Citizen* and the *Ottawa Evening Journal* devoted a large amount of space to two addresses given on the afternoon and evening of December 17th. The first was on Medical Inspection of Schools, and the importance of the Care of Mentally Defective Children was explained. An interesting discussion followed, in which the Chairman, Dr. P. H. Bryce, Chief Medical Officer to the Immigration Department, Dr. Hodgetts, Medical Officer to the Conservation Commission, the Mayor of Ottawa, Mr. Hopewell, the

City Medical Health Officer, Dr. Law, Mrs. Shortt, M.D., Dr. McDougal King, and others, expressed their views, the Chairman especially alluding in appreciative terms to the work of this Department. The second address was on the Care of the Feeble-Minded, before the University Women's Club, who not only turned out in large numbers but showed great interest, both by discussing the subject and otherwise. The President, Mrs. S. J. McLean, B.A., spoke with marked approval of the work of this Department for the Feeble-Minded, and alluded to the present situation of the Problem of the Feeble-Minded in Ottawa, which was further dwelt upon by Mr. John Keane of the Children's Aid Society. (*vide seq.*)

The Press have also dealt with the Problem of the Feeble-Minded editorially. The *Kingston Whig* (May 3, 1910) predicts that some day the Government will adopt an advanced and progressive policy in this matter, and says:

"The feeble-minded women should become the wards of the state, and as such should be saved from the social conditions that are sometimes forced upon them, to the injury of themselves and others. There are laws which prevent the marriage of persons under age. There should be laws to prevent the marital union of all incompetents, and these include the criminals and imbeciles."

The *Montreal Gazette* devotes its leading editorial of a column (August 23, 1910) to this subject, and says that the reports of this Department are:

"Strong in the facts and in the presentation of the claim the unfortunates have on the public. Where they are circulated and read there will be created a new sense of duty towards those who are among the most helpless of God's creatures."

The *Evening Telegram* (Toronto) and *The News* (Toronto) both make extended references of a similar character to the question. *The News* (May 17, 1910) states that "Public control and supervision of these unfortunates seems to be a necessity."

THE MEDICAL PRESS,

Some attention has also been given to the report by the Medical Press, notably *The British Journal of Children's Diseases*, which publishes an extended account of it.

WORDS FROM FELLOW-WORKERS.

With characteristic generosity fellow-workers in this field at home and abroad have appreciated the efforts made by this Department, and have been good enough to communicate with the Department to that effect. Dr. Walter E. Fernald of Waverley, himself second to none as an authority, whose work has been crowned with such great success, is one of these. Another is Dr. W. A. Potts of Birmingham, Special Investigator to the Royal Commission on the Care and Control of the Feeble-Minded. Others write from Clark University, from Chicago, from Victoria, Melbourne, and Sydney in Australia, and from Tasmania. Dr. G. E. Shuttleworth, the Nestor of the movement in England, writes as follows:

"Your excellent report on the Feeble-Minded in Ontario is so full of interesting matter that I am sorry that I did not receive it a little earlier, so that I could have quoted from it in the third edition of my book, which is just about to appear. If you could favour me with a couple more copies I should find them very useful for the information of various inquirers who come to me to be posted up in what is being done in different parts of the world. I had two such ladies from New York State yesterday, who seemed to know little about what is doing in Canada, though they are on the Board of a proposed New Colony for the Feeble-Minded in their own State."

These kinds words encourage us to think, in the words of a member of the medical profession in Ottawa who has long taken an interest in this question, that "the only way to get the country to see these great economical facts and do something is to keep hammering away—and I wish you continued courage."

NOVA SCOTIA.

Inquiries have come from Quebec, Alberta, and elsewhere, especially from Nova Scotia, where (vide Third Report) a league of upwards of one hundred and fifty members has been formed to care for the Feeble-Minded. The first step taken by the league was to appoint a delegation to wait upon the Government of Nova Scotia. This delegation were cordially received by the Government, and the Premier, the Hon. Mr. Murray, stated that if the members of the deputation would arouse public opinion in favour of the movement, the Government would be ready to do its part, and further said that there was land near the Nova Scotia Hospital which could be used for the purpose in view. The Premier instructed Dr. A. H. McKay, Superintendent of Education, Mr. A. S. Barnstead, Secretary of Industries and Immigration, and Dr. W. H. Hattie to collect information as to the number of Feeble-Minded persons in Nova Scotia, and to confer with members of the delegation and with the officers of the Society for the Protection of the Feeble-Minded.

During the present year the league has been endeavouring to influence public opinion and formulate a plan to lay before the Government. On March 23rd, 1910, a public meeting was held under the joint auspices of the League and the Nova Scotia Branch of the British Medical Association to hear a lecture by Dr. W. B. Caley on the Classification and Education of the Feeble-Minded. It was well attended, and reached a still larger audience through the excellent report in the *Halifax Herald*, which has given great support and service to the work of the League. Dr. Fraser occupied the chair, and among those who were in sympathy with the meeting and desirous of being present but unavoidably prevented were His Honour the Lieutenant-Governor of Nova Scotia and His Grace the Archbishop. Dr. Sinclair, the Inspector of Humane and Penal Institutions for Nova Scotia, who may be said to be the pioneer of this movement, and Mrs. William Dennis, President of the Local Council of Women, to whom the movement owes so much, were present, and a large number of influential people of real public spirit. As the *Herald* remarks:

EDUCATING PUBLIC OPINION.

"Such lectures as these, indeed, are to be welcomed as admirable means of educating public opinion. Thorough knowledge must precede action.

THE CRYING NEED.

"But the community in general have no idea whatever of the crying need for the custodial care of this most pitiful class, to what extent they are the prey of the vicious and to what an extent also this fact complicates the problem for the state through the propagation of the half-witted and unfit.

NO STRONGER INCENTIVE WANTED THAN THE FACTS.

"At the time the league was formed some startling facts were stated by persons who could vouch for their accuracy. Could the whole public be reached with the facts, speedily would provision for the care of the feeble-minded be forthcoming. No stronger incentive than the facts would be needed to stir the public to duty."

FEEBLE-MINDED CHILDREN.

The Lecturer, Dr. W. B. Caley, was for some years Medical Officer to one of the Education Authorities in Yorkshire, and during that time made a special study of feeble-minded children. The lecturer was practical, and showed that the dull or backward child must not be placed in the category with the mentally defective. The difference is not in degree, but in kind.

Cases were described of children who were classified as dull, stupid, mentally deficient, but were found, on examination, simply to need a pair of eye-glasses, when they showed themselves as bright as others. Sometimes the trouble is in the hearing. Sometimes it is due to adenoids.

Finally the lecturer dwelt on the large number of Feeble-Minded persons in Great Britain, and gave a description of the way in which they are being cared for and the results secured, and pointed out the moral aspect of the problem, giving some shocking facts to illustrate it.

In June, the Local Council of Women of Halifax showed further their deep interest in the Problem of the Feeble-Minded by requesting that this Department should send a representative to Halifax to speak on the question, and we regretted greatly that it was not possible, at that time, to accede to the request.

ACTION OF DOMINION ORGANIZATIONS.

Dominion organizations are also beginning to take up this matter. Several of the leaders of political opinion have signified some interest in it. The Social and Moral Reform League keep it in mind, and frequently allude to it, and at the Seventh National Convention of the Young Women's Christian Associations of Canada, held in Ottawa last month, the following resolution was unanimously passed:—

"We would express our very hearty sympathy with the efforts that are being made by the various Provincial Parliaments to care for the Feeble-Minded, and we would urge an extension of the present provision for them in and by the Province of Ontario, where the urgent need for such extension has been specially brought to our notice."

A PRESENT QUESTION.

It is to be observed that now the question of the care of the feeble-minded seems more or less constantly present to people's minds. The two following instances may serve as illustrations:—

MRS. BOOMER VISITS STARCROSS.

Mrs. Boomer of London, while spending some months in England, visited Starcross in Devonshire (vide Second Report) and found the officials not only sympathetic, but well informed as to our efforts in Ontario. Mrs. Boomer contributed to the "Farmers' Advocate" two illustrated articles on Starcross which must have done not a little to form public opinion on this important subject.

ANNUITIES FOR THE FEEBLE-MINDED.

The second instance occurred in connection with the annual meeting of the Ontario Women's Institutes held in the Convocation Hall of the University of Toronto in November 1910. The question of Canadian Government Annuities was presented by Mrs. Willoughby Cummings, and in connection with the address

the following suggestion was made. Many families in which there is a feeble-minded child realize the necessity of providing for that child's future, and make a great effort to do so. It is, therefore, probable that if their attention were directed to the small cost and large returns of a Canadian Government Annuity, especially if the annuity is bought when the child is young, that they would purchase such an annuity for this feeble-minded child. Then, if and when the Government takes further steps to care for the Feeble-Minded permanently, the possessor of such an annuity might be cared for free of all cost to the Province, and with but a very small cost to the family. One case is quoted by an English authority, in which all the family of a working man laid aside every week a little money from their weekly wages to provide for the future of the little sister who was Feeble-Minded.

CITIZENS SPEAK.

The strongest appeal that can be made to the Government comes by the voice of our best citizens. For example, a Justice of the Peace in one of our Eastern Counties wrote, when the first report was being prepared in 1905 and 1906, about a respectable widow woman, a devoted mother, who had two feeble-minded daughters, both grown up, who were a constant source of anxiety and care to her. At first she only wished to make some provision for them after her own death, but for the last three years the same magistrate has written every year to say that now the mother realizes she cannot care for them any longer—appealing for help before some catastrophe makes them the innocent victims of some evil person, and they become the unfortunate inmates of some maternity institution. Then there will be not only themselves but their feeble-minded children to be a burden to private charity and public funds, and to perpetuate in an endless series the expense, the folly, the waste, and the woe of the neglected feeble-minded. And the country who should care for them as children, and could care for them and prevent all this woe, is too slow, too unprogressive, too inert, too poor in public spirit and in political wisdom to cause to arise that public opinion which alone can do it. Here are a few words from the magistrate's last letter:

THE MAGISTRATE EXPLAINS.

"You doubtless remember my writing you respecting two feeble-minded daughters of Mrs. — whom she wishes placed somewhere where they will be cared for better than she can do here. . . . Things have happened which have caused her to change her mind . . . it is of no use naming the matter . . . this outrage against public morals . . . She has another daughter to protect besides these two girls, and, as she says, she cannot watch over them all, hence she is here to-day to get me to write this to you for aid to protect the defenceless. Can you help her? Let me know . . ."

THE TOWNSHIP CLERK AND THE COUNCIL ARE WILLING TO HELP.

Another letter, from the Clerk of a township in Ontario, says:

"About four years ago I reported to you that one family in our township, the family of an industrious, sober and respectable farm labourer, included two or three feeble-minded children, and the Council at that time wanted to know what could be done for these children. At that time I received from you a very kind letter, saying that such children as these were the ones you had been enquiring about, but as yet no School had been provided by the Government for such children, nor could you give us any practical direction as to what could be done in the matter.

"Again I have been directed by the Council to inquire whether anything can yet be done for this family. Two of the children have now grown up to be strong healthy boys and the father appears to be doing all he can to train them aright. He is able, sometimes, to get them to help with such work as hoeing corn and potatoes or other such work, but is very discouraged because they learn so little of what is necessary to make them useful or *safe* members of society.

"The Council are willing to help, and the father also is willing. Kindly let us know if anything can be done."

"P.S.—From your Report, 1909, we know what you have been doing and are trying to do. Accept our thanks."

THE INSTITUTION INDISPENSABLE.

There could not be a better spirit. Such a letter as this is very encouraging to this Department. The Municipal Authorities are willing to help, the father is willing to help, and the need is recognized. This is a long step forward. In fact, but one more thing is necessary, to establish the School. To the increase of Institutions no progressive Government is friendly. No man, woman or child who is normal enough to get on in the world, or to have a home with any advantage to himself or herself or others, should ever be institutionalized. But where a man woman or child ruins, degrades and makes useless his life, and is an expense, a danger and a degradation to the community, and needs constant care, then his best and only home is the Institution.

THE FEEBLE-MINDED IN OTTAWA.

Another recent communication comes from the Capital City of Canada, reported to this Department by Mr. John Keane, Secretary of the Children's Aid Society and of the Associated Charities for the City of Ottawa:—

A rather startling condition of affairs and one that emphasizes the need for immediate action, is reported by Mr. Keane, who has just prepared a statement which shows that there are in the City of Ottawa at the present time twelve persons who are feeble-minded, weak-minded, or imbecile, who should be sent to Orillia at once, but for whom it is reported there is no room in that Institution.

The most serious aspect of the case is that of the twelve, only four are under the custody of the local institutions, eight being practically at large—that is to say, merely in the custody of friends or relatives. Four of these are idiots, with a tendency to violence.

"There is absolutely no place to put these people," said Mr. Keane in discussing the matter. "They have been reported to us, and we have applied to the Asylum for entrance to that Institution. The answer is that there is no room. The building is taxed to capacity now. I do not advocate a new building; but I certainly think there should be an addition to the present one. There is plenty of land surrounding the Institution at Orillia, and an addition could easily be made. There is no doubt as to the necessity for it."

Mr. Keane states that the twelve persons of whom he has the names are only those who have been reported to him. He states that he is convinced that there are at least twice that number in Ottawa who should be under custodial care. They could be found if they were looked for by an Inspector for that purpose.

"This matter of housing the imbecile and weak-minded has been under consideration by the Ontario Government for a long time," said Mr. Keane. "They

have a great mass of data, some of the most painful character, pointing to the strong necessity of having Inspectors who will examine and report on cases all over the country, and of having places where these people can be kindly taken care of and thus kept out of harm's way. From time to time there occur serious crimes, committed by weak-minded people supposed to be harmless, who suddenly become acutely homicidal or violent. This is particularly true of epileptics. It is quite possible that just such an event might occur in Ottawa at any time with one of these cases which have been reported to us. It is a matter that surely requires immediate attention. I do hope that something can be done immediately to relieve the situation. We have children here and young persons coming before the Juvenile Courts on various delinquent charges, who are irresponsible and should not be allowed at large.

"Probably some kind of legislation will have to be initiated to meet the case of those who are proper subjects for custodial care. We have the names and addresses of a dozen who from our actual knowledge should receive custodial attention, but for whom, owing to the congested state of Orillia Institution, no place can be found. I do not know that Ottawa is in a worse condition than many other parts of the Province, but would presume that such conditions prevail more or less all over for which at present there is no remedy."

THE QUESTION WILL NOT DOWN.

Almost every day we hear of new cases, and where once but a few experienced officials or thoughtful voluntary workers on the Board of some Charitable Institution raised the voice of protest, now we have such protests from every part of the Province. What could not be said before may now be said with confidence, that not only would the general support of the citizens be given to any reasonable plan for Government care of the feeble-minded, but that such a plan would meet with little or no opposition.

The question will not down. The Executive Committee of the Canadian Conference of Charities and Correction left it off the programme for the annual meeting at Guelph. It got there just the same. It came to Guelph on the first train with the first delegate and it stayed to the end of the meeting. Everybody knows that, as a rule, someone carefully writes out beforehand the apparently extempore and on-the-spur-of-the-moment resolutions by which things are done, and committees formed, etc., etc. No one did that at Guelph, and yet this matter of the Feeble-minded is felt so much by the community that without any previous arrangement it was moved, and carried unanimously, that a committee wait upon the Government in regard to it. (See below.) Mr. Herbert J. Bowman, County Clerk of Berlin, Ontario, was asked to speak on Commitments to Houses of Refuge, and pointed out the need of legislation so that "weak-minded women should not be allowed to roam about the country, the prey of evil men." In the very next discussion, on the Protection of Women and Girls, Miss Brooking, of The Haven, Toronto, said:

"During the last three years 302 maternity cases have been sheltered, and 165 or over one-half of these cases were recently from the Old World—about one-half being from Great Britain.

From the 200 cases of illegitimate motherhood were born fully 90 defective and diseased children. Of the 200 mothers, 132, or nearly three-fourths, were feeble-minded, and 137, or about the same proportion, were absolutely alone and friendless.

Two-thirds of our maternity cases are decidedly feeble-minded. Physically they are women, mentally they are children, morally they are degenerates. An American authority has said: 'In the feeble-minded person the animal passions are usually present, and are often abnormally developed, while will and reason, which should control and repress them, are absent. The feeble-minded woman, thus lacking the protection which should be her birthright, falls easily into vice.'

In many cases, even where they have relatives, these are unable adequately to protect them. If they are trained and cared for they can become partially, if not altogether, self-supporting; if they are left at large, they are an ever-increasing menace to the community. One poor girl, innocent and kind in disposition, but very deficient mentally, unable even to tell her own name, when she came to us was twice a victim, although the constant care of a poor but faithful mother. Her two little babies were both defective, and if she were not permanently sheltered this thing would go on indefinitely adding to the total sum of human misery and vice.

Another girl, the youngest child in a poor but cultured home, was watched like a baby, first by her mother, then by a devoted elder sister, yet became a victim while on a short visit to a relative. Still another, watched for twenty-nine years by mother and sister in turn, was found to be pregnant. Nothing was ever known of the circumstances, but the poor soul was happy and safe with us until she died, while an almost intolerable burden was lifted from the family life.

MURDER.—THE CASE OF THE JOSIE CARR FAMILY.

Everyone will remember the case of a young girl taking the life of a baby, which had been left outside one of our large stores, some few years ago. The story of that family has been under my immediate notice for some time, and is one more illustration of the desperate need of some control over the increase of degenerates. Shortly after that tragedy this home—if it could be called a home—was broken up. This girl being sent to Kingston, the other two elder children of the first marriage were taken charge of by the Children's Aid Society, as was also the wife's illegitimate child. The husband, a confirmed inebriate, and the wife, a moral degenerate and the victim of an almost insane temper, separated. The wife, with two infant children, came to us. After some months she decided to hand these little children also over to the Children's Aid Society, and to go into service. One child was adopted and one child died at the Haven. As he was the inheritor of various family traits, notably the mother's insane temper, we were thankful.

WHERE OUR DEGENERATES COME FROM.

The mother now being unencumbered, went into a situation in the country, but, as soon as possible, was back as a maternity case. In time the husband turned up again. They mutually forgave each other, and having successfully turned six children, all more or less degenerate, over to the care of the Province, have set up shop again, and no doubt will shortly be replenishing hospitals, institutions and gaols.

WHAT OUR DEGENERATES COULD DO.

It must be remembered that these poor derelicts of humanity, when under kind and protective and expert care, are not only safe, but far, far happier, and that their latent abilities can be so far developed as to make them of

use in the world. We have in the Haven several who iron beautifully, several who sew beautifully, one who is a passable machinist, two or three exceptionally good at housework, one an expert stoker—all, of course, under constant direction, but all leading fairly useful and very happy lives.

How Long?

"How long. O Lord, how long shall these things be?" How long before our Legislature rouses to the duty of protecting these poor weak ones from the horrors to which they are exposed in this Christian Canada, and of protecting the country from the horrible danger of such an increase?

In the good days to come, when our Government at last recognizes and lifts the burden of its duty in protecting the feeble-minded as well as the insane; and especially in that Golden Age ahead, when no double standard of morality will be tolerated, we shall look back upon the early days of the poor, benighted twentieth century as to the darkness of the Middle Ages. But it will be remembered that even then Love Divine stirred in the hearts of men and women, causing them to make a noble fight against these evils, and for the purification and right development of the sources of humanity. So let us work and hope and trust, and put a cheerful courage on.

PARENTAL RESPONSIBILITIES.

Rev. Father Minehan, of Toronto, said there were people undertaking parental responsibility who were not capable of assuming that responsibility and we do nothing to prevent it. "Surely hemp is not so dear that these fathers, who betray their own daughters, should escape their just deserts."

WHAT ARE WE DOING?

Dr. Charteris, of Chatham, thought this subject the most important on the programme. What are we doing, and what are the people doing, to prevent this terrible condition, the uncared-for condition, the spread of the feeble-minded? If the public came more directly into contact with the spread and the increasing numbers of these feeble-minded, then they would probably take more stringent measures and be more active in asking the Legislature to do something along this line. A committee should be appointed to wait upon the Government and bring this matter to their attention.

As stated above, the Committee was then appointed, and waited upon the Hon. W. J. Hanna on October 19th. There were present the Convener, Dr. Charteris, Sheriff Magwood, of Stratford, Rev. Father Minehan, of Toronto, and Mr. Neeley of Middlesex. The Convener briefly laid the facts before the Minister, and concluded as follows: "We think such information as we produce before you to-day must convince you that something must be done toward increasing the accommodation for the Care of the Feeble-Minded, and that at an early date. It has been suggested that the County Houses of Refuge be utilized for this purpose. But it is obvious that this is impracticable and dangerous.

Other gentlemen present then gave the Minister some account of cases which had come under their personal observation. Sheriff Magwood instanced one feeble-minded woman who was able to do good work as a cook and was able, under direc-

tion, to earn good wages in a hotel. To the shame and scandal of the community, she had never been cared for, and therefore was the mother of eight illegitimate children—most of whom would probably be feeble-minded.

BEGIN IN THE SCHOOL-ROOM.

There is a great tendency in Canada at present towards the more careful study and classification of the School-Child. Professor Lightner Witmer, Ph.D., Professor of Psychology in the University of Pennsylvania, lectured in December, 1910, before the Local Council of Women in Montreal on Retarded Mental Development in Children. He described the advanced work done in the Psychological Clinic of the University of Pennsylvania, which has been established to help children sent there from the Public Schools and from the Juvenile Courts, etc. The results obtained in some of these cases show in a wonderful way what can be done for these children if the cause of their condition can be ascertained and anything done to remove it.

The greatest evil that society suffers from the feeble-minded is that they should be allowed to reproduce their kind, said the lecturer. Only 6 per cent. of the feeble-minded children of the United States were being cared for in institutions, while the rest grew up at home and married.

Not a few other places in Canada are beginning to consider establishing Special Classes for Backward and Feeble-Minded Children, and indeed this has already been done in Toronto. (See below). In Sault Ste. Marie such a class was in existence in 1908 and 1909, but the experiment, though successful, was perhaps a little in advance of the conditions. One or two Canadian teachers have gone to New York for the express purpose of fitting themselves to take charge of Special Classes for Backward and Mentally Defective Children. Miss Elizabeth Farrell, the Inspector of these Classes, is greatly interested in such work, and has made an exceptionally generous offer, through this Department, to Canadian teachers who may wish to train for this work. There are not wanting indications that such teachers will soon be needed in Canada.

THE PARENT'S PLEA.

The hardest task which this department has is to answer the heartbreaking letters of Ontario parents appealing for help. Here are three hard letters to answer when our only answer is "No."

NEEDS PERMANENT CARE.

"My young son is fourteen years of age. While in England a year ago I took him to a brain specialist, Dr. Shuttleworth, who told me he ought always to be at a special school. I am very anxious to get him to a school; if you could advise or help me, I would be so grateful, for I feel he is getting beyond me."

A BOY OF TWELVE.

"I have a boy of twelve years of age, of weak intellect, and will have to put him into a home to be taken care of. His father was instantly killed one year ago, and I have four girls and we could not stay on the farm. I find it is impossible to keep him with us. May just say at present I could not pay very much,

I have a farm but there will be very little coming out of it, and at present we are working for our living at very small pay, but after the farm is sold this boy's share will be in trust, and I suppose wherever he is it will be applied to that purpose."

WEARING ON THE FAMILY.

"Four years ago I was in London and heard an address given by yourself on Backward Children. I read with pleasure that you are still working to get that School, and I thought I would just write a few lines to say that I am still very anxious to hear of your success, especially so on account of my son, as it just seems I do not know what to do with him. He is nearing on to seventeen years now, and under present circumstances it seems to be wearing on the whole family."

CARE WOULD COST LESS THAN THE CONSEQUENCES OF NEGLECT.

It would save the Province money to say "Yes," and establish such a school for permanent care. Each one of these boys will cost us a lot of money before we are through with them. They do not earn, and they cost high. They are all going to be unemployed and perhaps criminals. Under care, they would earn and would not be law-breakers.

THE LITTLE WE HAVE DONE.

What we have accomplished so far is to care permanently for a few of the worst and most needful cases among the girls and women that have come to our notice, especially in Toronto. But these are as nothing to the cases that we have had the misery of seeing slip through our fingers because we had no power to detain them, though everybody who knew them knew they were irresponsible and should be cared for permanently, and besides we had no place at all to put them if we had the necessary power. There is a vacancy at the Industrial Refuge about once a year, and then we think and think which of all the terrible cases we know would be the best to place in that vacant bed.

THE CASES THAT DISAPPEAR.

But the cases that disappear are the ones that work the most evil. Down under the surface the subterranean river runs which will re-appear at no distant day much larger than when it disappeared. There are three cases, all of whom have recently disappeared from view, about which one always had the instinctive feeling that something very wrong was going on that could only be cured by placing the feeble-minded woman who was probably the centre of it, where she could not be the prey of evil persons. One such had a mother so plausible that one could not believe her, she lived in one of the lowest city haunts in a quarter inhabited by Bulgarian and Galician men.

Another was in a Hospital, in the East End of Toronto eight months and was at last cured of a disreputable disease by unremitting medical and nursing care. She certainly cost Toronto about \$200.00. Then, though she came from an institution, she set our advice at defiance, as she can do in the present state of the law, and departed in September, 1910, to cost some other confiding community another \$200, for her ways of life were such that she probably has contracted that shameful disease again by this time.

WE PAY THE BILL.

Some other community? — perhaps not. She is just as likely in a Hospital in the West End of Toronto instead of the East End, and Toronto stands to spend another \$200.00 on her — and the rest of us work hard to pay the bill. It is hardly fair. And if it were fair, it would not be wise, for she is a source of temptation and evil to others, as well as quite irresponsible. And then there again is the problem carried on double—treble—quadruple perhaps, to the next generation. The children of that woman, and such as she, fill the Charitable Institutions of the country.

ANOTHER FAMILY EVAPORATES.

The third poor girl, a maternity case, when last heard of, was said to be working in a factory and living with a married sister. The married sister belonged to the class whose background of life is unsatisfactory. She had a new tale to tell every time one saw her. Then the whole connection suddenly “evaporated,” as Dickens says, and the police could not trace them.

SOME MEN'S SINS GO OPENLY BEFORE THEM INTO JUDGMENT AND SOME THEY FOLLOW AFTER.

On the other hand there are those who never disappear, but are forever forcing their evil ways on this Christian community. Of such a one writes a correspondent from a town in the Northern part of the Province. The particulars are unfit for publication—but the question asked by the writer is:—

“What could be done for a character like that? Is there no Home or Refuge where such a person could be kept, it is too bad to have her at large. She had a daughter about nine. The Children's Aid Society will look after her, if we could get the mother away first we thought it would be better. The mother is still able to work, though she is feeble-minded, is said to be clean, but no one wants to take her into a home. Will you kindly let me know what you think could be done.”

DARKER RECORDS STILL.

And there are darker records still. In a far away part of Ontario, one of the members of the Legislative Assembly heard of such a dreadful case that he requested a special investigation, and it was made by one of the officials of this Department. The family in question was found to consist of a father and mother and thirteen children, six of whom were either feeble-minded or idiots.

In another part of the Province a similar investigation, made by other Provincial officials, discovered a very low state of public morality and several of the families investigated had one or more neglected, feeble-minded children.

THE EVIL TO COME.

These children are growing up. They are citizens of this Province and most of them native-born. If we shut our eyes and let things go the problem of the Feeble-Minded will assume greater and greater dimensions until it becomes the gigantic evil that it has become in Great Britain, where the enormous number of

125,000 persons are Feeble-Minded. Can even a Nation like Great Britain supervise, care for and control 125,000 Feeble-Minded? And yet they must—they must—they cannot escape from it because the solution of other problems demands it, and every year the number of the Feeble-Minded grows ever greater and greater.

WE HAVE OUR CHANCE.

But we are not in that position yet in Ontario. An adequate, energetic, economical policy this year—one straight effort to face the question will do ten times as much as the same effort ten years hence. Now is the time. These people can be dealt with. We can restrict the numbers for *next year* greatly if we act this year. But if we do not act, not only do we fail to restrict, but we suffer an increase of our difficulties.

PUBLIC DECENCY.

It is not only that we could save money and suffering and crime, but we could raise the standard of public morality if we acted about the Feeble-Minded. At least three cases of the most nameless of all crimes (referred to by Father Minehan—See above), have come directly under the notice of this Department this year. One of these was particularly distressing. It was reported to us through a hospital Maternity Department. The father was in the Penitentiary serving a term of five years. His victim—his own daughter—with her baby of two weeks' old was in the Maternity Ward. The mother and several younger children were at home with no visible means of support, struggling with poverty and starvation. The poor baby, at once the proof and the chief victim of the crime was for that reason hateful to everyone concerned, and if the Hospital authorities kept to their usual rule of insisting on the mother leaving the Hospital with the child, would probably have perished almost at once. Under the circumstances, the poor infant was placed, with the assistance of the police, in a charitable institution. No one had taken thought even to give him a name. He was in a very poor state of health, and, though he was well cared for there, he did not survive more than about two months. And one of the officials of this Department was the only mourner that stood at the foot of the tiny grave in the cemetery under the softly blue October sky. The white surplice and black stole of the officiating clergyman, and the beautiful words of the Burial Service, beautifully said, summoned the mind to consideration and remembrance.

THE VOICE FROM THAT LITTLE GRAVE.

The whole question of the Feeble-Minded cries against us from that little grave. The child that never should have been born is a witness against us. The mother unable to protect herself claims our protection, and so long as we refuse it, so long will she bring evil upon us and upon our country. The generation yet unborn has a right to ask of us that we transmit to them their Canadian birthright at least as good, in respect to the character of our citizens, as we found it, and therefore we must not permit the Feeble-Minded to be mothers of the next generation.

A PREDICTION FULFILLED TO THE LETTER.

Reference has been made to the cases which disappear for long periods, and to other cases which are always to be seen. There is a third class who appear at short intervals, especially where some crisis, such as arrest, admission to some charitable institution, etc., brings them to the surface again. Two such cases are referred to as follows in the Report for 1907, pp. 13, 14.

"The life history of the mentally defective children in our Public Schools to-day may be written down in outline just as soon as their mental defect has been accurately recognized, or to speak medically, diagnosed. It may be predicted what will become of them, as in the following cases: A boy M—— and a girl N—— who had been in our public schools up to the age of 14. M—— was a boy of sixteen, small for his age, not at all a bad boy, but showing marked mental defect. He could not write, he could read a little, he could not make change for a dollar. He had been in one place as an errand boy since leaving school, but his employer discharged him at the end of a week because he brought back the parcels, saying the people did not want them, etc., etc. He got his week's wages, but assured his mother, first that he had not received the money, and then that he had lost it. His father had beaten him repeatedly and severely, hoping thus to make him a good boy. He had already begun to get into trouble with the police through doing things at the bidding of other boys (very characteristic of the Feeble-Minded). His mother assured me that neither she nor his father had ever been told by the school authorities that he was mentally defective. Nor had they thought so themselves. If we had a farm colony for boys, such as the one at Sandlebridge in England, M—— would "fit" there. He is fond of such things. He could do a good deal of work, under constant supervision. As it is, he will remain unemployed. Nor is that the worst. He will commit or get the blame for some petty offence. At the age of 18 or 20 he will be a "Jail-Bird." And from that his career will be downward. It will cost us a good deal of money to secure his conviction, to pay the policeman, the magistrate, the crown-attorney, the jailer, the jail-van, and all the rest, and to keep him in Jail, or in some House of Refuge, or House of Correction, or as a tramp. And then we shall have no reason to be proud of our handiwork, when we are through. M—— will be a spoiled citizen and a spoiled man—a bad product. Instead of being nearly or quite self-supporting on a farm colony and being happy and useful and decent, what a failure his life will be!

"I saw the girl N——, on the same day. Her home was with her married brother, about two miles northwest of the house where M—— lived, in the same city. She was fifteen years old. She was alone in the house, her brother's children being at school, and her sister-in-law out at work. She could not read or write at all, or make change for a dollar. Yet she was not without a certain intelligence. She had been getting into trouble. She was apparently not unkindly treated and was evidently attached to her sister-in-law. But she belonged to a class that simply cannot get on in the world. They must have a sheltered corner, a back-water of life to themselves where they are shielded from all the difficulties and temptations of life, except those easy ones which can be met and conquered by a child of eight or nine years. Someone must always be at hand to "help them out," to exercise judgment and self-control and the power of inhibition for them. The poor girl, simple and silly, is already showing signs that she is going to follow the path so familiar to all who know anything about the

history of such cases. Left to herself, she will soon be an inmate of some institution, having lost her character and having before her an unhappy and harmful life."

"At the age of 18 or 20 he will be a Jail bird." Three years after, when he was 19 years old, in May, 1910, these words came true. We saw him in the hands of the policeman; the Crown-Attorney spent some time over his case, the Jailer, the Jail-van, and the Magistrate, all played their part and we paid for it. He was different from the boy I had seen three years before. Then he was not a bad boy. He stood straight and he had good legs and he could look me in the eye. But now the furtive hang-dog look and the shambling gait, and the weak-kneed posture were signs of a downward career.

THE BOY'S STORY.

During the three years he was first sent to his uncle in the country. The uncle was a peddler and the boy could help him and be very useful, if only the uncle always kept him in sight, and told him what to do. Then "his aunt told him to go home" and he went home and has been at home ever since, in many situations, but never keeping any. Once he worked for a hardware merchant for \$3.50 a week, and, as his mother said, "He was pleased to get \$3.50 a week, but then he would have been just as pleased with five cents." He committed several petty thefts. Once he stole his mother's watch and pawned it. Finally he stole a bicycle which he found on the street, and brought it home, saying that his master had bought it for him. It was for this theft that he was arrested.

THIS BOY'S FATE.

The authorities took the view that since there was no other place for him he should be sent to Orillia, and he was sent back to the cells to wait his turn for admission. But the normal capacity of the Orillia Institution is 732. Its present population is 786. It is therefore crowded far beyond its normal capacity. And there is now a waiting list of 239. And poor M—— was waiting his turn—No. 240—in the cells, and that 240th chance was a chance to live with idiots and imbeciles. M—— is not an idiot nor an imbecile.

Summer came. Did any one who reads this Report ever watch the drama of June days from a cell window? What would it be like!

"O what is so rare as a day in June,
Then, if ever, come perfect days,
Then Heaven tries the Earth if it be in tune,
And over it gently her soft ear lays."

M. watched May go and June come from a cell window. His sister brought him his dinner every day, by permission. And then his younger brother came to the rescue. His mother and he came to say this younger brother was apprenticed to a manufacturing jeweller. That his master had consented to give M. the next seat to his brother at the work-bench. That the brother would go down and back with M. every day and would take care of him and see that he did not do anything wrong. The authorities were appealed to, and after many interviews, and much thinking, a way was found to do it, and when vacation came to many of us in July, M. was free and has got along fairly well since. But it will all happen

again, and the next time it will likely be worse! In three years more we may find that M. is married, and this history will repeat itself to the discredit and danger of this Province of Ontario.

THE GIRL'S FATE.

The story of N. is just the opposite. With the consent of her relatives we found a "Sheltered Corner" for her in an institution. She has been happy ever since. Then she was depressed and unhappy-looking. Now, she looks self-respecting, respectable and clean, and is very pleased with herself, especially as she has made friends with the other inmates and they have a real home life and feel that they own the house, the grounds and all. She will go up to the Matron at times and put her arm around her. Shielded from temptation, and not expected to do what she cannot do, she makes a success of life. If the boy had only been given the same chance, he would have done as well, and even better!

WHY DON'T WE ?

Dr. Fernald, in Massachusetts, or Miss Dendy, in Manchester, would have made a great success out of M. Why don't we? We are acting against our own interests, as well as against M.'s interests, in delaying. A calculation at the end of our Second Report, for 1907, shows that the people of the Province of Ontario pay about \$50,000.00 every year for the maintenance of Feeble-Minded inmates in charitable institutions, in County Houses of Refuge, in Jails, and elsewhere. Why not make a better use of that \$50,000.00 in cutting off the supply of Feeble-Minded inmates?

THE SALVATION ARMY.

The Salvation Army has afforded us every assistance possible to them in dealing with this class. The late Brigadier Stewart had a practical grasp of the problem and repeatedly told us that she recognized Feeble-Minded men and women every day in the Police Court of Toronto. Some of them she had known for years. Very shortly before her death she spoke to me again about making renewed attempts to lay the facts before the Government so clearly that action would follow. Brigadier Stewart was a person of remarkable influence and character and a great help to us in this work.

Adjutant Beeson, and other Officers have kept and cared for many Feeble-Minded girls, especially those for whom we can find no other shelter. One of our worst cases, F. L., only 18 years old, a very Feeble-Minded girl and the mother of two illegitimate children, is now under their care. The other day a sister of this girl, (whose husband has just finished a term in gaol, and to whom she had protested she never would return on account of his wickedness), telephoned me to say she would like to get her sister "out." We have, of course, no legal power to detain her. So I inquired where they were living and found that she and her husband had set up housekeeping again (!), and her husband thought they could "all live together" and that F. L. could "work out." We reminded her that our united efforts had never succeeded in getting one cent of wages for F. L. when she "worked out" before; and that the case of F. L. had been reported to the

Government officials, and that we would not like their feelings to be hurt by the fact coming out that her husband had been in trouble himself and could not be trusted to care for F. L. These arguments proved too much for the sister. She hastily remarked that she "guessed she better not say anything more about it." Such influence is our best, and is indeed our only means of keeping the few Feeble-Minded women we can provide for, under proper care and protection. If there is any chance of their earning money, and most of them can, some relative wants them "out," no matter what the consequences may be.

THE CHILDREN'S AID SOCIETY.

The Children's Aid Societies are well aware of the urgency of this problem. Mr. Kelso, the Provincial Superintendent, renders valuable aid, and the work of Mr. John Keane in Ottawa, has already been referred to. Mr. S. M. Thomson of Brantford, whose sudden death has left a blank, both in the Children's Aid of Brantford, and in many other organizations, always took a great interest in this question. Wherever he travelled in the Province he kept it in mind, and we have frequently had from him detailed reports of cases that he had personally investigated, as they were brought to his notice in his work. Mr. Thomson was faithful, energetic and intelligent, as well as enthusiastic, and his death is a loss to philanthropic and social service in Ontario.

Some of the cases investigated by the Children's Aid Society are in remote parts of Ontario, and without this organization we would be still more unable to cope with them than we are. One such case was traced out at some distance from a town in the North country. She was living in a shack six feet square, with no article of furniture that could be called a seat, except a stump, and she had an eight-months' old baby!

It must always be remembered, however, that by the nature of this work, and by their rules, the Children's Aid Society cannot and should not be expected to care for any mentally-deficient child.

THE HAVEN.

This Institution continues to do so much for the Feeble-Minded, that a visit to it at the beginning of every month is at once encouraging, because the results are so good and so much is done, and discouraging because the Institution is overcrowded, and there are so many others who cannot be admitted. The limited capacities of the Feeble-Minded are studied here and the most made of them. For example, the Superintendent, Miss Brooking (See below), has kindly given me much information from time to time about each individual case on admission and what she can do. One often makes up somewhat for the deficiencies of another.

TWO NEW INMATES.

Some of those admitted are very bad cases. The Haven not only does a great deal of good but prevents a great deal of harm. On one monthly visit I saw two new inmates, sisters, A. and B. A. was

29 and B. was 27. The father worked as a gardener, and judging from information received, was probably somewhat defective mentally. Out of a family of four children, three are defective mentally, the third being about 19, who is now in Orillia Asylum, and the fourth a railway employee, whose appearance certainly does not indicate mental robustness. The father died recently, and the poor mother, from whom these two poor Feeble-Minded daughters had never been absent one night in their lives, and who had cared for them like little children, could only manage to live by taking a place as housekeeper. She thought perhaps she could place A. and B. in the County House of Refuge, but when she took them there and saw men in the house as well as women, she saw she would have to take them away again, and she did. In her distress she heard of the Haven and brought them there. A. and B. can wash oilcloth and wash dishes. They are happy and affectionate, quite as much so, however, to a stranger as to any one they know. They have no idea of time or number, although after three Kindergarten lessons it seemed to dawn on them what colour meant, and how to distinguish colours.

Here, too, are to be found some of the persons captured in the notorious "Kaladar Raid" of April 21st, 1910. Eleven children were sent to the Children's Aid from that raid for good and sufficient reasons. Some of the parents are Feeble-Minded. And Kaladar is probably not the only place in Ontario where such a "Raid" is required.

WE KNEW WHAT WOULD HAPPEN—BUT COULD NOT PREVENT IT.

Another inmate at the Haven was discharged from a charitable institution in the City a little over a year ago, much against the will and wish of this Department. We have not the needed legislation to detain her—nor any place for her to be cared for. As a direct consequence, she is back again at the Haven, soon to be sent to the Maternity Department of the Hospital again. She is only about 17, and this is her second (illegitimate) child.

THE YOUNGEST INMATE.

The youngest inmate at the Haven is a little girl of five—referred to in previous Reports as the Feeble-Minded child of a Feeble-Minded father and a Feeble-Minded mother. At the Orphans Home, the Board, who kindly took her at our urgent request, could not keep her. She was doing harm. Her Feeble-Mindedness was becoming more marked, and her bad habits were a detriment to the Home. Once more we begged the Haven to receive her. Where the women were older there would be less objection to care for her than where there are other little children. So she is here too. This Institution is truly called a Haven.

CASES FOR PERMANENT CARE.

E. C., 42 years old, a faithful and efficient worker in her own narrow routine could not bring correct change for ten cents and could not find a number half a block away: but M. C., 50 years old, who has a perfect instinct for location could find an unknown street and number anywhere in the City—though she could not carry a correct message to the next room!

Another, A. L., 22 years, cannot be taught to read, but takes great pleasure in arithmetic (of course simple combination of figures). A. L. does ironing beautifully, also housework, and keeps her own wardrobe in a state of perfect neatness.

P. K., 30 years, who is like a child of three in conversation and manner—being continually in childish pranks, has yet some understanding. For example, when rallied by another girl on the extent of her appetite she replied instantly: "Do you have to pay for it?"

J. W., 21 years, who can cook a good meal, will probably set the house on fire if left to tend the range. Another, who will do dainty and neat work when alone, will become absolutely useless if any one else is in the room: and still another, who will drop the most important task in the middle if left alone, will work beautifully if some one is near by to put in an occasional word. Most cases are inveterate and incessant talkers. There are other cases whose only desire seems to be to sit absolutely still, staring into vacaney, or lying in bed with the clothes drawn up over their heads—not really asleep, but hibernating apparently!

There are those who make the most intense mental effort over trivial accomplishments—as the woman of 50 years, who has learned to read nicely at the expense of intense application and effort, suggesting unusual capacity spoiled by some slip of nature, as a shrewd Scotch friend put it—"She would have been a clever woman if she had been all right."

There is the class who may be led on to better things by words of commendation and praise, and the kind who are so possessed by a spirit of colossal self-conceit that one scarcely dare venture a word of encouragement.

Nearly all are affectionate, fond of children, animals, flowers and music. Some have refined artistic tastes, and some tendencies of the lowest, and this not by any means as a result of their heredity or environment, so far as is known.

Nearly all are more or less imitative, taking great delight in anything dramatic, and often showing considerable ability in imitation, though of little originality. In preparing for our entertainment last year all took keen delight in the little scenes and plays—often carrying off their parts quite well. We had two short plays, in one of which four girls and in the other, eight girls took part. Fully half of these were defective, and some of these acquitted themselves better than those of normal intelligence, throwing themselves more entirely into the personification. In character songs, this was especially noticeable, but the reverse could be noticed in training them for motion songs and drills, it being almost impossible to get uniformity of motion, owing to the lack of control over physical movements. Project them into another personality and they would almost instinctively imitate *their teacher's idea* of that personality, but try to get concerted motion, and the right hand certainly would not know what the left hand did! This aptitude at imitation is also noticeable in their preferences. Very few wish for clothing different from the others: whatever the first one supplied chooses, nearly everyone wishes to copy. This is noticeable in our sewing class, the pattern chosen by one is almost sure to become the prevailing fashion. But this seems a characteristic of eternal childhood, the same thing occurring in any Kindergarten.

Fashions in ailments are distinctly marked. If one gets a stiff neck, there is a visitation of stiff-neckedness, etc., etc.

The hoarding instinct is strongly marked in nearly all grades, the most worthless trash is often piled up and kept. One girl who was supposed to be penniless was found to have \$17.00 in small pieces tied up in odd corners of her clothing.

In spite of many difficulties and discouragements, there is much progress and development, I. E., who four years ago sat in a corner and nursed a doll, or cried with fingers in mouth, now can read and write, has committed to memory

three chapters of Scripture. can sew very nicely, both plain work and embroidery, made herself a really handsome embroidered blouse this season, works at the mangle, tends a coal fire, can wash and iron nicely, as well as sweep, dust and scrub! Is usually bright and happy having too much of real interest in her life for tears or tears.

Another, M. M., who could not be kept in decent clothing, because her principal occupation was to deliberately pick and tear holes in her clothing and shoes, only learned neatness and efficiency through persistently having to mend and keep in order these same clothes. Now the bump of order is somewhat conspicuously developed!

L. D., 22 years, who was noted for quarrelsome disposition and dictatorial "upsetting" ways, has only been in one fit of temper during the past year, and is usually helpful and kind. Does housework beautifully, or washing or ironing for about four days out of the week. At other times she is incapacitated by various imaginary ailments! These spasms, however, are not nearly so frequent, and of shorter duration. She sews well, and has learned to read and write quite nicely. Is still given to relating the wonderful experiences she has had in every country on the globe, and is sure to remark on seeing or hearing of any new thing, however, rare or wonderful, that they had one just like that (or more so), out in Haliburton, her native heath.

Among the new cases admitted, Miss Brooking gives following cases as typical of those needing permanent custodial care:—

M. W.—15 years, gentle, obedient, simple. Whole family below the average intelligence. Rescued from adverse conditions by Children's Aid Society. Placed in farm home, decent people. Ruined by hired man before the age of 13. Had deformed baby, died shortly after birth. Is learning to read and write and sew. Is taking an innocent child's delight in her new life.

M. M.—32 years. Vastly immoral. Physically strong and capable, but loathes work. Reckless with no wish to do better. If taken in charge during youth might have been made useful and self-supporting.

B.L.—38 years. Physically and mentally degenerate. Very deaf. Gentle and obedient. Absolutely and hopelessly immoral. Fifth pregnancy. Has been for some years in one of our County Houses of Refuge. *During her residence there pregnant twice. Particulars unfit for publication.* County Houses of Refuge, however well-managed, are no place for the Feeble-Minded. Absolute segregation only safety!

A. W.—22 years. Bright, capable, attractive. Sensible and willing in daily life. Without moral sense of truth or purity: will tell the most bare-faced lies with frankest appearance of innocence, even when sure her audience know the contrary! When reproved gets no further that she thought it was true! Not only absolutely incapable of protecting herself, but is the aggressor! At sight of a man, old or young, black or white, filthy or clean, becomes instantly excited. Talks rapidly and in a high pitched unnatural voice, in every way seeking to attract attention.

L. P.—21 years. Much the same type. Bright, attractive, capable, but never waits for temptation. is the tempter: (This brighter but more loathsome type is always most impatient of any restraint, and naturally most dangerous to the community, becoming perfect plague spots if unrestrained).

S. C.—22 years. Same type. Also a kleptomaniac and victim of drug habit. Comes of a family where there has been much intermarriage. Appears on the road to insanity, and a desperate menace to the community, being able to deceive

all not thoroughly understanding her case by an innocent and attractive manner and pitiful stories, entirely imaginary!

S. H.—17 years. Same type. Respectable family. Cannot be restrained. Very desperate and reckless, as well as hopelessly immoral. Twice pregnant under age of 16.

H. T.—25 years. Same type. "Border-line" case, but morally very low. Nothing but segregation will protect community. Had three children and is pregnant again. No moral sense. Is a distant perpetration of immoral type, grandmother, mother, self and child, all showing same characteristics. Her whole family connection noted for immorality.

M. W.—19 years. Brought up in hovel, most immoral family conditions. Twice pregnant before 19 years. In good situation under every possible care, but incapable of protecting herself. Gentle and amenable. Is neat and clean, and has learned to sew beautifully.

S. N.—19 years. Simple-minded. Incessant talker and poor worker. Has Feeble-Minded sister. Has had every care and with good mistress, but could not be protected: brought here as a maternity case.

M. L.— Feeble-Minded and deformed. Has two children and is of restless vagrant tendency. Gentle and amenable and very kindhearted.

L. D.—30 years. Very deficient mentally and extremely incapable. Nice family. Has had two children. Is gentle, obedient and kind, not of evil mind, but simply incapable of protecting herself.

M. C.—21 years. One of three children rescued from desperate conditions by Children's Aid Society. Home little better than a hole in the ground. Parents dissolute and immoral. Was taken in charge by decent kind-hearted people who succeeded with the other children, but could do little with this one. Had wild and restless ways, more like caged wild animal than human being. When first taken in, would roam the house from top to bottom, aimlessly, up one staircase and down another. Was thievish. Has vastly improved. Is affectionate and extremely fond of nature. Have hope for future!

M. W.—23 years. Feeble in mind and body. Syphilitic, victim of her own father. Would be easily led, but not naturally immoral. Gentle and obedient. A discouraging case, as she is becoming more idiotic instead of improving. Think this is because she is physically unfit for work, and therefore misses the stimulus of effort. Has been such a sufferer and required so much treatment that she is growing morbid upon her ailments. Is never happy unless receiving medical treatment or talking about symptoms.

A. M.—34 years. Very simple. Physically defective and of vagrant immoral tendencies. Is always complaining of some ailment, though apparently well. Fairly gentle and obedient.

H. G.—25 years. Gentle, kindly, willing and very affectionate. Was starved and abused by drunken parents up to 12 years of age. Then placed in good home by Children's Aid Society. At 23 was ruined by stranger whose name she did not know, but who chatted with her and invited her to accompany him to country hotel.

V. M.—20 years. One of 19 children, mostly illegitimate. Is mother of 3 illegitimate children. Present baby deformed; has not much mother love. Is a kleptomaniac and very indolent, never trained to industry. Fond of needlework and has quite an idea of colour and form. Decidedly artistic tastes. Very ignorant, and hopelessly untruthful.

E.—35 years. Most respectable family. Perfectly innocent until she escaped family control. Soon fell. Became stubborn and unmanageable and inclined to immoral life. Very affectionate, and on this account less able to face world alone. Incessant talker, and will repeat same story every five minutes. Loves nature, fond of music, flowers, colour, now gentle and obedient. Has strong maternal instinct.

J. A.—35 years. Very simple and very limited. Indolent, but gentle and amenable. If not watched would soon develop staying-in-bed habit! Absolutely no idea of numbers.

M. W.—20 years. Has two defective illegitimate children. Kindly, but lazy and inveterate talker. Poor walker. Wants to sit about and talk the whole time.

A. N.—20 years. Simple-minded and easily led. More capable than many but unable to resist circumstances. Had no chance as a child. Was said to be stubborn and ill-tempered before coming here—but has shown little of it since. Is making great effort after improvement. Has learned to iron and sew beautifully, and is taking charge of three babies.

M. S.—18 years. Very limited and very emotional. Always either laughing or talking. Could not protect herself for one week. Is clean and works well under continual supervision.

M. E.—34 years. Of very respectable family, but could not be restrained, of vagrant tendencies and no moral sense. Did not know the name of her child's father, and when applying for admission as a maternity case, said she was "very much put out about it"—meaning her condition.

L. C.—19 years. Very feeble, mother of same stamp. Affectionate and willing, no moral back bone or moral sense. Did not see how she could possibly care for her child, as she felt called to the Foreign Mission Field!

R. C. 17 years. Well brought up and fairly educated. Very irresponsible. Bright and intelligent in some ways. Kind and affectionate but of violent temper. Refined in manner, but very indolent. Great idea of her own powers but most incapable. Had contracted run-away marriage, been deserted, and had illegitimate child before 16 years of age!

It is important to remember that Ottawa, Hamilton, London, and all other cities in the Province, have, in proportion to their population, as many cases just as dangerous to the community and to our national welfare as these; nor is it only the cities—the towns, villages and country districts have their full share. Are these to be the mothers of no inconsiderable number of the next generation? If so, "Evil is the root and bitter is the fruit." Time passes quickly. How soon children grow into parents. And soon we shall have on our hands not an evil that we can face, not a problem that we can solve, but a number of feeble-minded so appalling that no Government can deal with it successfully.

The Haven is a happy place in spite of the awful records it contains. Like children in this too, they forget their faults. They had three entertainments which afforded them great joy—at Christmas, Hallowe'en and Easter. The last was really a masterpiece, and showed what a genius Miss Brooking has in dealing with these girls. Free, spontaneous gayety they showed, and the way they entered into the spirit of songs and dialogues—especially the little play they acted—was splendid. The jokes were keenly appreciated. Protected and directed, they are successful and happy. Clothed in clean white dresses, which their own hands had laundered, sometimes had made, too, who would know them for the authors of all the shocking wickedness referred to above? Thirty of them opened the concert by singing the "Maple Leaf For Ever." and of these twenty-five were mentally defective. It

was a good concert. I have often attended a less enjoyable one where all the performers were supposed to be "all there."

The following is an outline of what the Feeble-Minded girls and women do at the Haven:—

Outline of School Work Carried on at Haven.—Reading, writing and arithmetic as far as Entrance work. A little geography and a little grammar. Composition exercises. Kindergarten exercises for the most limited.

Sewing Class.—Mending, making of underclothing, making of fancy blouses. Hemstitching and embroidery. Making aprons, bags, and fancy articles for sale.

Singing Class.—Simple exercises and scales. Hymns and old-fashioned songs.

Sunday School.—Singing of hymns, Bible lessons, committing to memory portions of Scripture, for which prizes are given.

THE INDUSTRIAL REFUGE.

Another excellent Institution, doing a good work for the community, is the Industrial Refuge. The population here is more permanent, as it is understood, when any inmate is fortunate enough to be placed here, she will always be cared for. The work done here is of a high class and is remunerative, particularly the Laundry Work. It approaches closely one desideratum of an Institution where the Feeble-Minded are cared for—viz.: It is largely self-supporting.

Miss Rankin, the Superintendent, has a warm interest in her charges. She takes them all out for "treats" at "Exhibition time," at Christmas, and in mid-summer, etc., etc. Taking all those who are able to go out, down to do Christmas shopping, with the wonderful fifty cents they have made themselves, (They are allowed to do drawn-work, fine needlework, etc. in the evenings, and any money made by evening work is their own pocket money), is no small undertaking, but Miss Rankin never tires of it. It gives the girls pleasure.

There are 72 inmates in the Refuge at present, and about 45 are Feeble-Minded. There are necessarily very few vacancies, and when one or two vacancies occurred this year, we thought and considered very carefully, before we decided, which of all the Feeble-Minded girls we knew, had the best right and the most need of the vacant place, and which, from the point of view of the public interest, would be the best one to safeguard.

There is a spirit of freedom abroad in this Institution very different from the idea the outsider would have of such a place. For instance, once when making an evening visit, I heard sounds of revelry, and Miss Rankin explained that some kind friend had sent a parcel of second-hand clothing to them. This was useful, but when the bundle came to be opened, to the delight of the girls it was found that by some mistake certain fashionable articles of attire, suitable for a gentleman on horseback and other such garments had been included. These were seized upon, as a great find for a play or charade, which was carried out forthwith with great spirit. The Superintendent asked if I would like to see them, and certainly it was enjoyable to see what fun they took out of a frolic among themselves.

Each one of these inmates has her own story and her own successes. Here is one who gave much trouble outside, but now has made herself a name in the Institution by ironing children's clothing better than anyone else. Here is one who makes an excellent waitress, and keeps her violent temper well under control, though she did find it necessary this year to break a silver dish into four pieces with her bare fingers in the process!

L. G. is as good as she can be—though she was a thorn in the flesh when she came!

A. A. has taken a turn for the better, S. O. is much steadier, and M. B. is as clean as ever and very careful of the clothes she washes. True, she has terrible tendencies to cruelty and immorality, but there she has few temptations.

J. E., a new inmate, came from near Niagara Falls—a desperate case. The clergyman who wrote to this Department about her says—"Her mother is dead. Her father is now under a five-year sentence in the Penitentiary because of a crime against her. To let this girl run at large would be a menace to Society. Is there any chance of getting her into a home for defectives? She is strong and able to work, but of course no one would take her and teach her." J. E. is tall, towering over most of the others. Looks awkward and very simple. But she is learning to work well—does her sewing neatly and has given no trouble. She is still subject to attacks of thieving. Every few weeks the girls miss this, that, and the other thing. They make no fuss, but go and take all quietly out of J. E.'s drawer, where they may always be found!

A new departure has occurred at the Refuge this year. Miss Fox, who has long taught the girls herself, has now got five University students to help her, and these young ladies teach classes in the dining room until time for evening prayers, every evening but Thursday. Another inmate, Mrs. P., known as the wife of "The Baby's Pa," (see Fourth Report), takes a great delight in arranging the room for prayers. She has earned a new title this year. Miss Rankin has eight assistants, called Matrons by the inmates, and Mrs. P. is known now as "Matron No. 10."

THE INFANTS' HOME.

Another Institution to which Feeble-Minded women with their children sometimes make their way, is the Infants' Home. No one has a better grasp of the importance of the care of the Feeble-Minded than the President, Mrs. Boulton, nor is there any one who is more anxious that some effective action should be taken in regard to them.

From the beginning of this work. Mrs. Jordan, the Superintendent of the Infants' Home, has been in sympathy with it and has been of great assistance in the study of the cases. So indeed, have been the officials of similar Institutions in Ottawa, Hamilton, London and elsewhere, and there is no doubt that all the cases described and many more, could be paralleled from the records of these cities and their Institutions.

GREAT BRITAIN.

In Great Britain, public opinion has steadily strengthened on the question of the care of the Feeble-Minded, and probably nothing but the political unrest which characterized the year and the changes inseparable from the sorrow and loss felt as a personal grief as well as an imperial bereavement when His late Majesty, King Edward Seventh, died, prevented actual legislation being passed.

The prospect of Legislation and Permanent Care seemed bright again in mid-summer, 1910, but the events of the autumn again postponed it. We remark a steady increase in the opinion that permanent care is the only provision possible for the Feeble-Minded. Many of those who formerly were uncertain about this now hold it strongly.

STAR CROSS.

This Institution, (see previous reports), it will be remembered, is specially remarkable for the large number of trades, from shoe-making to lace-making, that it teaches the children. The products of the Institution bring good prices, and materials used to make the clothes are manufactured on the premises. They sell things to customers as far away as New South Wales, and this year have not only set up a loom for weaving blankets, which they never made before, but one for linens also, and have put £5000 into new workshops and dormitories.

SANDLEBRIDGE.

In Sandlebridge Schools and Farm have also had a very successful year, and Miss Dendy is now raising another £1000 for new buildings. The number of inmates is now 225. The Farm is one of the great features of life at this Institution. It is the property of the Governing Bodies (Lancashire and Cheshire Society for the Permanent Care of the Feeble-Minded). But after paying back to the Society a rent of £170 for the year, there is a net profit from the farm of £565, of which the chief items are—Pigs £208, Eggs and poultry, £85 16s. 1d., and Pot-plants £291. 9s. 3d. Besides, the milk sold has brought an income of £500. Another "farm of six acres" has just been bought, with a good house.

A HAPPY HOME—COMING OF AGE.

This is another Institution which has for its chief ideal a happy home. Miss Dendy writes in her last letter about the fact that the boys they took at eleven years ago are now grown up. "We gave them a coming-of-age party the other night with a turkey and sausage and plum-pudding supper. Three of them are now over twenty-one and twelve are over eighteen. Soon we shall be having the same ceremony for the girls.

ASKS ABOUT ONTARIO.

"Will you kindly keep me informed what steps are taken for the Feeble-Minded in Ontario? Canada and the Mother-Country are bound together in this matter and what helps one will help the other."

MISS DENDY HONOURED BY THE UNIVERSITY.

More and more general appreciation is being shown of the work of those who labour for the Feeble-Minded. It is felt that this matter is of vital importance to the community and advances the general welfare. A striking evidence of this is seen by the fact that in June, 1910, the University of Manchester bestowed upon Miss Dendy, the Honorary Degree of M.A. of the University for the "splendid work which she had done as a member of the old School Board and of the present Education Committee in securing the Establishment of Schools for Defective Children in Manchester. Every citizen of Manchester owes a debt of gratitude to Miss Dendy for the care she has given to the afflicted children of the city."

BIRMINGHAM.

In Birmingham, where much attention has been paid to the subject, one of the most valuable features of the work of the City of Birmingham Education Committee has been that of the Special Schools After-Care Sub-Committee, the chief in-

spiration of which has come from Mrs. Hume Pinsent and Dr. George Auden. This Sub-Committee has been at work since May, 1901, and has really found out what became of the children who had attended the Special Schools, by helping them to get work. Since that date the Committee have dealt with 995 cases, of whom 113 were deaf, 232 were seriously defective physically and 650 were feeble-minded.

The results are these.—

36 per cent. of the Feeble-Minded are earning "wages," but only 6.6 per cent. are earning as much as \$2.50 per week, and less than 1 per cent. are earning \$3.75 per week. The Committee has also proved that though some get work when they leave the Special Classes they never keep that work. As they get older they do not improve—they are useless and their services are dispensed with.

THE FEEBLE-MINDED GO TO THE WORKHOUSE.

The age when the largest number of Feeble-Minded are employed is 16. After 16 the number of workers decreases and the wages go down. Dr. Potts has presented statistics to show that half of the Feeble-Minded in England are in the workhouse, and of these 50 per cent. are in the workhouse before they are 45 years old, while 25 per cent. are there before they are 30. More than half of the women enter the workhouse before they are 45 and 30 per cent. drift in before they are 30. Sixteen of these women had together produced 116 children. In one family of 14 children only 4 had been able to work.

MEDICAL INSPECTION OF SCHOOLS.

A modern method of improving the race is Medical Inspection of Schools. And again we find that this movement has a bearing on the mentally deficient child. It may truly be said that the movement for Medical Inspection of Schools and the Movement for the Care and Special Education of Feeble-Minded Children are almost in the relation of cause and effect. Had there been no Medical Inspection of Schools, perhaps we should not even yet have had any Special Classes for Feeble-Minded Children. And there is scarcely a Report on this important subject without reference to mentally defective children. This attention to the case of the feeble-minded child was never given before.

A case in point is the recent Report by Dr. George Auden of Birmingham, Medical Superintendent to the City of Birmingham Education Committee, in which the following statements occur:—

The problem of mental deficiency remains one of the most pressing and urgent social questions which demand the attention of the community.

So far as the problems involved are touched upon by the provision of Mentally-Defective Centres, nothing is more striking than the frequency with which more than one member of the family exhibits mental defect. Out of 1,500 (round numbers) children who have passed through, or are now attending the Mentally-Defective Centres, 154 are known to stand in the relationship of brother and sister, 5 as cousins, and 4 as uncle and nephew (or as aunt and niece). This gives a total of 163 children certified to be mentally defective who are known to be consanguinous with other mental-defectives, more than 10 per cent. In other words, heredity plays a great part in the continuance of mental deficiency.

IRELAND.

In Ireland the same sad facts are attracting attention. Miss Buchanan, P. L. G., gave a lecture before the Irish Nurses' Association on "The Feeble-Minded in Ireland" in May, 1910, in which after reviewing the situation she states: "It follows, then, that there are large numbers of helpless and irresponsible growing children and grown people at large throughout Ireland, where, it will readily be seen, they are a source of danger, not only to themselves, but to the community in general. Feeble-minded girls, unfit to work and unable to take care of themselves, have constantly to be admitted to the maternity department of the work-houses, and, owing to the present law, which gives the Guardians no power to detain inmates against their will, these poor creatures take their discharge as soon as they are able, only to get into further trouble and return again and again. In one workhouse, which Miss Buchanan visited a short time ago, there were eight young women of this class who had no less than twenty-two illegitimate children between them, all more or less defective.

SCOTLAND.

In Scotland also public opinion is rapidly advancing in regard to the care of the Feeble-Minded. Time was when nowhere except perhaps among the medical profession was there a word said of the Problem of the Feeble-Minded. Now Universities and other public bodies of great authority and influence are the centres from which proceed the demand for legislative and executive action. In Glasgow University on December 2nd, 1910, Dr. R. D. Clarkson, of Larbert, delivered a lecture on "The Present Treatment of the Feeble-Minded," a summary of which appears in the British Medical Journal as follows:—

TREATMENT OF THE FEEBLE-MINDED.

Heredity, he said, was a most important influence in bringing about feebleness of mind, but a great many of the people who were stated to be hereditarily feeble-minded went wrong not so much from anything inherited as from the manner in which their feeble-minded parents brought them up. They found just as many feeble-minded in the wealthy parts of towns as in the slums, and rather more in the country than in towns. He urged that there should be some authority to look after the feeble-minded children of the well-to-do. He dealt next with the treatment of the feeble-minded by one or other of the four authorities—the school board, the Lunacy Commission, the Prison Commission, and the parish council—and said that nearly everyone seemed to be agreed that if the feeble-minded were to be taken proper care of two main principles must be followed—unity of control and continuity of policy. The present system was utterly indefensible, costing a vast amount of money and doing incalculable damage to the next generation. The feeble-minded ought to be prevented from having children, and that could be done only by segregation. He urged that the recommendations of the Royal Commission which reported in 1908 should be carried on to the Statute Book as soon as possible.

SPECIAL CLASSES IN LONDON.

During the second and third weeks of July, until the London schools closed, a visit was paid to the schools of the London County Council Education Commit-

tee, and it would not be easy to express our thanks to Dr. James Kerr, the Medical Officer, for all the time, information, and opportunities enjoyed on that occasion. Every facility was afforded, even to providing sketch-maps of the exact location and easiest route to the schools where Dr. Kerr's assistants were doing the examining either in Special Schools or for Special Schools, or in the ordinary routine Medical Inspection.

Among the Assistant School Medical Officers whose work I saw, and who kindly allowed me not only to see the examination but to take part in it, were Dr. Flora Murray. Dr. Erie Pritchard, Dr. Gowdy, Dr. Shrubsall, and Dr. Johnson, and among the schools visited were the Brecknock County Council School, the York Road School—the Jews' Free School in Hanway Place, the Edinburgh Road School, the Faroe Road School, the Peterborough School, the Open Air School at Birley House, the Bucks Road School, etc. Some of these schools were in East London and South London, where the unemployment is almost beyond our conception and where a large criminal population is to be found. Here may be seen "writ large" the conditions that we should prevent while we have the chance to prevent them, and School Medical Inspection is one good way of prevention.

The Superintendent of Nurses, Miss Pearce, was also most kind and helpful, and some time was spent with her, particularly in visiting and inspecting one of the "Cleansing Stations" which have been such a help.

There are something like 1,000 schools under the Education Committee (L.C.C.), and the staff of school nurses and school medical officers in July 1910 was 70 and 53 respectively. Each doctor has a certain district and each nurse a certain number of schools. The Superintendent of Nurses says that at present each nurse has approximately 10,000 children. She thinks that about 5,000 children could be managed by a school nurse. The difficulties of organizing a School Medical Service in London are, of course, enormous, and a large addition to the staff of doctors and nurses has been made since July.

In December, 1910, the London County Council sanctioned the provision of 610 additional permanent places for mentally defective children, at an expenditure of about £27,450 on buildings. The estimated net expenditure for maintenance works out at £7 11s. 6d. a child. On this basis the cost of maintenance of 610 additional children would be about £4,620 a year. These proposals are based upon the demand which actually exists at the present moment.

This seems a large expenditure, but, as Dr. Foggin, the Principal Medical Officer to the Education Committee, Newcastle-upon-Tyne, says:—

"It is cheaper to pay early than to pay late, as we must, in the later harvest of incapacity, mental, moral, and physical degeneracy, and untold misery, accumulated and transmitted."

SPECIAL CLASSES AND THE TEACHERS' CONFERENCE.

The London County Council Education Committee held under its auspices the twelfth Annual Conference of Teachers in the London Schools on January 7th, 8th and 9th, 1910. The programme was attractive and the meetings were of uncommon interest and value. One of the topics was **Methods of Teaching in Schools for the Mentally Defective**. And, perhaps, the most significant address was the closing address by Mrs. Burgwin, Superintendent of Schools for the Mentally and Physically Defective under the London County Council.

THE FEEBLE-MINDED GIRL.

Mrs. Burgwin takes up the problem of protection for the pretty, attractive, feeble-minded girl. And that is the first step—the first step that would count so much—in any scheme for the Care of the Feeble-Minded. She illustrates it by recalling, as follows, an incident when the kind and beloved King Edward (how little, on January 8th, 1910, did one dream of the nearness of the great monarch's death!) opened a Special School. No one commands more attention than Mrs. Burgwin about Permanent Care for the Feeble-Minded. She has been in this work since 1894 at least. And at first she hoped that care and training could make citizens out of these children. Now she sees it is not so, and she says of that idea:—

It is *FOLLY*—It is *WASTE*—It is *CRUEL*.

“Someone comes into a school and says, looking at a particularly nice-looking girl, “Oh, there is nothing wrong with that girl.” Well, take the girl from day to day, and see whether there is not something wrong with her. You will soon find out if you have to deal with her. I remember when the King, then the Prince of Wales, opened the special school at Clerkenwell. I can see a girl—Alice—we were very fond of her, sitting there doing some very pretty needlework with coloured silks, and the Prince turned to me and said, “But now, Mrs. Burgwin, that girl is quite all right.” So I looked at her and said, “Alice”—mind, we had been drilling them for months as to who was coming to see them—“Alice, who is coming to see you to-day?” She stopped her needlework and paused, came to the conclusion that she did not know, and went on with her needlework. I said, “Look at me, who is coming to see you to-day?” It had all passed away. It had been written upon the blackboard and done and done again and again. The Prince looked very sorrowful at her because he thought she looked so comely and handsome until the vacant stare came into her eyes, and I was going on to show him some more work, and when we had gone a little bit farther on a gleam of intelligence came, and she said “Wales.” Of course, we find that characteristic of the children. The last word they hear they will often repeat.

PERMANENT CARE IMPERATIVE.

We must not forget that the special school child comes from a home where his brother and sister go to the normal school. That is *sometimes* forgotten. After we have had the children some time in the school, very rarely will you see a child with a dirty face. We think as much of a pocket handkerchief as of sums marked with an “R,” and so, day by day, hour by hour, as the readers of the three papers have told us, we are building up the character of the child, and after all, what is education if it does not make character? My hope is that if the Government will take up the Royal Commission Report and deal with it there will be a further division, and the day special schools will only have the top division, which we have now, and the lowest division, the one that you can hardly ever hope to send out into the world able to take care of itself will be passed on to the working colonies, where they can lead useful lives so long as they are under supervision. We who call ourselves normal have no right to expose both the boys and the girls to a life of shame, to a life where they are able to reproduce even a lower grade than they are themselves. It is folly, it is waste, it is cruel to the child. I should only hope to see before my working day is over that we shall have permanent care for the lower-grade child.”

And again, "institution cases" should not be left even in the "Special Classes." "If, after a fair chance, backward children fail to respond to Special Class instruction, they should be placed in institutions and places given to others who might profit by the opportunity. In order to make a success of Special Classes, there must be room enough in institutions to accommodate those who cannot be kept in the Classes."

"If a child is really an institution case, there is no use attempting to educate him as if he were to live out in the world. Left in the class he is as much out of place as the ordinary backward child is in the class of normal children."—Prof. Mangold, of St. Louis.

PERMANENT CARE FOR PERMANENT CHILDREN.

Miss Elizabeth Farrell, the Superintendent of Special Classes in the City of New York, says the same thing. (See below.) Everybody does who knows the A B C of this work. The only objection to Special Classes is that if we do not provide permanent care for 50 per cent. at least of those who find their way into Special Classes, perhaps our Special Classes and their work are doing more harm than good. Now that Toronto is beginning Special Classes, the time has surely come when we should provide permanent care for those who are permanent children.

EMIGRANT CHILDREN EN ROUTE FOR CANADA.

On July 18th, at the request of the officials of the Ontario Government office in London, an inspection was made of a party of 104 boys and girls about to embark for Canada. There were 51 boys and 53 girls, and while this party had evidently been both specially selected and well cared for, the sight of them proved once more the great necessity for careful Medical Examination at least 10 days before emigrants embark for Canada, and particularly the necessity for obtaining some family history, and some previous history of the child. This is of great importance, and the necessity is abundantly evident both to our officials in London and in Ontario, and indeed to us all. Even among these 104 children there were some about whom I felt uneasy, lest they were mentally unfit.

LEGISLATION.

An unprecedented demand for legislation in regard to the Feeble-Minded has arisen in Great Britain in 1910, even though it was a year marked by national bereavement and great political unrest. Probably nothing but a General Election would have deferred legislation, and the demand will not down, but will soon reappear.

In December, 1910, the London County Council passed a Report of their General Purposes Committee, being the work of four or five of the Council's Standing Committees, *re* the Report of the Royal Commission on the Care and Control of the Feeble-Minded, stating that the Council "welcomes the proposals" of the Royal Commission for legislation, and agreeing that the Education Committee should keep a register of mentally defective children, who should be under the same central authority as mentally defective adults.

The Times has published a remarkable series of appeals for legislation, of which the following letter is an example:

CARE OF THE FEEBLE-MINDED.

To the Editor of the Times:

SIR,—It is now nearly two years since the Royal Commission on the Care and Control of the Feeble-Minded issued its Report urging the necessity for compulsory supervision and care of the feeble-minded under a central authority; and the recommendations of this Commission have been unreservedly supported by both the reports of the Poor Law Commission. Moreover, the Majority Report of the Poor Law Commission expressed the opinion that the adoption of the recommendations of the Royal Commission on the Care and Control of the Feeble-Minded would free the Poor Law Administrator from one of his greatest difficulties. We are convinced that not only is no subject of more immediate urgency, but on no subject is there more universal agreement among thinking men and women.

We cannot but believe that the change in the political situation consequent upon the death of King Edward gives an opportunity for some one great measure of social reform being given an immediate place in the attention of Parliament. Such immediate prominence given to a measure of social well-being would be thoroughly agreeable to public sentiment at the moment; and we believe that there is literally no matter at once so urgent and so ripe for treatment as the care of the feeble-minded.

We are, Sir, your obedient servants,

C. BIRMINGHAM:

W. H. BOWATER, Lord Mayor of the City of Birmingham.

OLIVER LODGE, Principal of the University of Birmingham.

GEO. H. KENRICK, Chairman of the Education Committee of Birmingham.

J. H. JOWETT, President of the Free Church Council.

HY. LLOYD WILSON, Clerk of the Yearly Meeting of the Society of Friends.

DAVID DAVIS, Chairman of the Birmingham Asylums Committee of Visitors.

JOHN ROBERTSON, M.D., B.Sc., Medical Officer of Health of the City of Birmingham.

GEORGE A. AUDEN, M.D., M.R.C.P., Medical Superintendent Education Committee, Birmingham.

Birmingham, May 30.

The Spectator on June 11th thus draws attention to this series of letters:

We earnestly hope that the Government will take note of the remarkable appeals which have appeared in successive issues of the *Times* for immediate legislation to carry out the recommendations of the Royal Commission on the Care of the Feeble-Minded. These appeals were signed by the Lord Mayors of Birmingham, Liverpool and Leeds, by numerous University and education authorities, by prominent medical officers of health, and by the Chairmen of various Asylums Boards. No Government ought to disregard such a petition as this on a matter which everybody who has given any attention to the question admits to be of national importance.

This latter is perhaps the most important aspect of the whole problem. The Royal Commission went very carefully into the causes of mental deficiency, and, after collecting all the most important facts and best opinions available, came emphatically to the conclusion that mental disease was mainly hereditary. Some of the witnesses went far beyond this cautious judgment, and facts were produced which are startling in their seriousness. For example, the Director of Education in Bolton stated that in almost every case where parents of mentally defective

children appeared before the Committee or before magistrates, it was found that the parents themselves were similarly afflicted. Thus by neglecting this problem we are preparing further trouble for future generations, and every year's delay is a serious national evil. There remains the absolutely indisputable fact that feeble-minded parents cannot bring up their children to be satisfactory members of the community. In the words of the Report, the children of such parents "are, often familiar from infancy with drink, crime, and all sorts of sexual vice. Neglect and ill-treatment often render them physically infirm, and eventually, either as criminals or as paupers, they have to be supported by the community."

The Royal Commission lay down in their Report the sound principle "that persons who cannot take a part in the struggle of life owing to mental defect should be afforded by the State such special protection as may be suited to their needs." They lay down the further proposition "that the mental condition of these persons, and neither their poverty nor their crime, is the real ground of their claim for help from the State." Both these propositions ought to command a universal assent. Our workhouses and gaols are filled with people whose minds were either never complete or have become unhinged. Both the pauperism and the crime are due to one cause—mental deficiency—and that being so, it is obviously convenient that people suffering from this calamity should be specially dealt with. There is no general system of dealing with the mentally deficient as a class apart, and no general power vested in the State to compel their segregation.

The Commission proposes that "the State should have authority to segregate and to detain mentally defective persons under proper conditions and limitations, and on their behalf to compel the payment of contributions from relations who are able to pay for their support." In order to carry out this recommendation it is proposed to create a central authority to be called the Board of Control, which would exercise a general supervision over the local authorities. These local authorities would be statutory Committees of County Councils, who would deal with all classes of the mentally defective.

A study of the Report of the Royal Commission will convince any careful reader that if these recommendations were carried out there would be a very appreciable reduction both in our prison and in our workhouse population. It is therefore quite conceivable that the cost of the machinery proposed by the Royal Commission would be more than paid for by the saving effected in the upkeep of prisons and workhouses. Even if this were not so, a duty rests upon this generation to face without flinching whatever expenditure may have to be incurred in order to relieve future generations from a recurring and extending evil. By suitable methods it ought to be possible in a few generations to get rid almost entirely of our mentally defective population. By neglecting these precautions we are permitting it to expand.

It is worth while to note that both the Majority and the Minority of the Royal Commission on the Poor Law heartily endorse the recommendations of the Royal Commission on the Feeble-Minded. We therefore earnestly join in the appeal which has been made to the Government to deal in the present Session of Parliament with this nationally important subject.

The British Medical Journal of July 2nd, 1910, relates that before "a numerous audience of members of the House of Commons, Mr. Masterman presiding" certain experts spoke and urged early legislation for the Feeble-Minded. Dr. Whetham laid stress upon the necessity in future legislative measures of considering not merely the improvement of environment, but the problem of selection

as regards parenthood—at least in a negative sense. It had, he said, been shown that the average fertility of the families furnishing feeble-minded children exceeded that of the normal in the ratio of about 7.3 to 4.

Dr. Langdon Down pointed out that 1 in every 250 of the population, 1 in 5 of the inmates of prisons, and 2 out of 3 of those in inebriate institutions, are feeble in mind, and that feeble mindedness was strongly hereditary, and a permanent condition.

Dr. Slaughter referred to the connexion of feeble-mindedness with pauperism, and argued that a complete scheme for the segregation of the feeble-minded would in the long run be a true economy, by checking the alarming increase of feeble-minded progeny.

Editorially, *The British Medical Journal*, says:—

LEGISLATION ON THE CARE OF THE FEEBLE-MINDED.

“The urgent necessity of legislation upon the lines of the Report of the Royal Commission on the Care and Control of the Feeble-Minded is being prominently brought under the notice of the public, and, we trust, also that of the Government, by influentially-signed letters in the *Times* and other papers. Amongst these we notice communications from the Bishop, University, and corporate authorities of Birmingham, from the Lord Mayor and other representative personages of the cities of Liverpool and of Leeds, and from medical experts on the subject in Newcastle. It seems high time that a matter of such far-reaching social importance so thoroughly threshed out by a Royal Commission which devoted nearly four years to its investigation and issued its report as long ago as July, 1908, should be seriously considered by our legislators. If, as we all hope the “truce of God,” which has been brought about by the lamented death of King Edward should result in a period of conciliation in place of party controversy, surely a Government pledged to social reform could find no more fitting subject for legislative settlement than that of the care of the feeble-minded. The ramifications of the evil affecting the very vitality of the nation in the multiform manifestation of congenital mental defect, not only in feeble-mindedness and insanity, but in the production of recidivists and inebriates, of youthful offenders and weak-minded criminals, render the problem very complex; it affects more than one of the administrative departments of the State, and this no doubt is a difficulty in the way of framing a thoroughly comprehensive measure. There seems no reason, however, why at least a beginning should not be made in tackling the problem: on the principle that “half a loaf is better than no bread.” Society suffers from a mode of dealing with children found mentally defective under the Education (Defective and Epileptic Children) Act of 1899 which is admittedly imperfect. Where the Act has been adopted these children are expensively trained till the age of 16, and are then, at a critical period of their lives, let loose upon the community, in many cases unfortunately only to work out their own perdition. The Act, however, has at least done this amount of good, that it has demonstrated the necessities of the case; and the experience of ten years has proved that it is sadly inadequate to meet them. The first point for legislation would, therefore, seem to be such an amplification of the provisions of the Act as would render it universally operative in the detection of mental defect in the school population.

The second point for legislation, upon which there is a general concurrence of opinion, is the absolute necessity for increased powers of detention of feeble-minded persons beyond school age whose conduct, considered apart from "facts indicating insanity," such as would form the basis of a lunacy certificate, proves their incapacity for managing themselves and their affairs with ordinary prudence, thus rendering them a danger to themselves and the community. Under this category would fall the feeble-minded girls who, as "ins-and-outs," are recurrent visitors to the maternity wards of workhouses to give birth to illegitimate children, and others whose retention in industrial homes is obviously the only safeguard against their getting into similar trouble. It would also include criminal mental defectives not certifiable as insane. The mental condition must, of course, be vouched for by medical certificate, and a simple form for this, following the precedent of the Idiots Act, 1886, has been recommended by the Royal Commission for use in certain cases.

We repeat that there is general agreement on a sufficient number of points not only to justify legislation, but to render early action imperatively necessary."

THE CHURCH AND THE FEEBLE-MINDED.

Nor has the Church been behind in urging the claims and needs of the Feeble-Minded. The matter has been taken up strongly by the leaders of the State Church as well as by other Churches:

A deputation, headed by the Archbishop of Canterbury, has had an interview with the Prime Minister. The Archbishop stated that he, together with the rest of the clergy, felt that there was urgent need for an amendment of the Poor Law System, and they believed that public opinion was ripe for supporting some action on the part of the Government. The Dean of Worcester pointed out that such an urgent question as that relating to the feeble-minded could be dealt with, without prejudice to conflicting views, on broad principles. Mr. Asquith said the Government had not overlooked the important and far-reaching question of the feeble-minded, and they intended at the earliest possible moment to make proposals to Parliament with regard to it.

THE JUBILEE CONGRESS.

Scarcely a meeting of any importance where Social Welfare and the public good are seriously considered ends without this topic of the Care of the Feeble-Minded emerging into prominence. The Jubilee Congress of the Church of England was held in September, 1910, at Cambridge, where the first Congress met in 1861, and one of the topics for discussion was "Heredity and Social Responsibility."—Dr. G. S. Shuttleworth, by invitation read a paper on the duty of the State towards its feeble-minded children, and expressed the view that the only effectual method of diminishing the production of feeble-minded children was that of segregation in industrial colonies.

EXPERTS AND THE FEEBLE-MINDED.

Scientific and academic study of the question of Heredity and Feeble-Mindedness with relation to alcoholism has also been undertaken, and a memoir has been issued by the University of London, from the Francis Galton Laboratory for National Enquiries entitled "A first Study of the Influence of Parental Alcoholism

on the Physique and Ability of the Off-spring," by E. M. Elderton, Galton Research Scholar and Karl Pearson, F. R. S. Children attending the Special Schools in Manchester and Edinburgh were those whose family records were studied and the general conclusion is that there is no marked relation between filial intelligence and alcoholism. These conclusions, are not universally accepted, but the fact that the subject is considered shows a great advance in interest.

Public attention in Great Britain was this year strongly directed to the evidence presented before the Royal Commission on Divorce. The British Medical Association nominated certain well-known authorities as witnesses, by request. One of the greatest of these, Dr. T. S. Clouston, of Edinburgh, gave the following evidence:—

"There is a large class of persons, who suffer from a congenital weakness of mind. This class are the high-grade or "Congenitally Feeble-Minded" of the Royal Commission on the Feeble-Minded, as distinguished from the "Imbeciles" and the "Idiots." A considerable number of such cases of mild mental enfeeblement contract marriage and a large number of the females produce illegitimate children. In my opinion divorce should be obtainable in all such cases who have married, and, though this may be irrelevant to the enquiries of this Commission, the most stringent means should be taken by legal enactments to prevent the occurrence of pregnancy in all such feeble-minded young women. They are, in my opinion, and by general experience, the source of a vast amount of insanity, epilepsy, and general imbecility, crime, pauperism, and mental inefficiency in the community. The tendency of medical and scientific opinion at the present time is strongly in this direction. The Commission referred to estimate that there are 125,000 of the weak-minded persons of the higher grade, and I think a moderate estimate is that one-third of those, amounting to thirty or forty thousand persons in this class, one-half being females, would come under the scope of any new divorce law." Could anything be stronger?

A BILL IN PREPARATION.

On or about June 20th, 1910, a question was asked in the House of Commons in reference to legislation for the Feeble-Minded.

Mr. Hicks Beach asked the President of the Local Government Board whether the Government proposed to take any steps to carry out the recommendations of the Royal Commission on the Care and Control of the Feeble-Minded. Mr. Churchill said that his right hon. friend had asked him to answer the question. As stated by the Prime Minister, in reply to a question on November 1st last, the Government were fully alive to the importance of this matter, and a draft Bill was already in preparation, though legislation this session was, he feared, not practicable.

THE THIRD INTERNATIONAL CONGRESS OF SCHOOL HYGIENE.

AT PARIS, AUGUST 2-7, 1910.

By permission of the Minister, a visit was paid to Paris at this date for the purpose of attending the Third International Congress of School Hygiene in Paris, one Section of which (Section X) was entirely devoted to *Special Schools*. The scheme of preparation for this Congress included carefully prepared "Rapports" on

all the chief subjects presented at the Congress. These were printed in two large volumes and were read and discussed at the meetings. Papers on other subjects were also presented by well-known authorities from the different countries represented, and these were discussed also if time permitted. The work of this Section, together with the General Meetings, occupied the 3rd, 4th, and 5th of August.

The subjects considered, in order of presentation, were:

The Various Types of Schools for Mentally Defective Children.

Special Schools for Elder Mentally Defective Boys.

The Results of Special School Education.

The Advantage of Training Defective Children for After-care in a Colony.

The Doctor and the Teacher in Special Schools.

The Problem of Mental Deficiency in the Public Schools of New York.

Heredity as a Factor in the Problem of the Feeble-minded Child.

Time-tables for Instruction in Special Schools.

How Liverpool Cares for her Mentally-defective Children.

The Arts and Crafts Problem in Special Schools.

Unfortunately some of those on the programme were not able to be present, but France, Germany, Great Britain, and the United States were all well represented, and Canada was represented by the Honourable Dr. Pyne, Minister of Education, by Dr. James Grant, of Ottawa, the President of the Canadian Branch of the International Congress of School Hygiene, and by one of the officials of this Department. Sir James Grant, at the Opening Session of the Congress in the Sorbonne, gave an eloquent address which referred to the early history of Canada and was well received. The chief representatives of Great Britain at the Congress were Sir Lauder Brunton and Dr. James Kerr.

Sir Lauder Brunton, in beautiful French, made an address which caused a deep impression, especially when he referred to the personal interest and aid bestowed upon the London Congress by "le roi Edouard, le bien-aime." At these words a deep silence fell upon the audience, broken a moment later by subdued murmurs of sympathy and applause.

The hospitality offered to the delegates and the interesting entertainments arranged for them were charming. Paris, in her beauty, afforded delight to the visitor.

The results of the Congress itself cannot fail to be beneficial. About 1,600 delegates were present from almost all the countries of the world. The Sessions of the Congress were held daily in the Grand Palais, each Section having its own room for meeting. A very fine exposition of apparatus, desks, and everything connected with school hygiene, occupied the ground floor. The chief subjects of debate in Section X were the Necessity of Permanent Care of the Feeble-minded Child, and the form and method of the best training for such children. Among those who took part in the reports, papers, and discussions, were Dr. Shuttleworth and Dr. Eichholtz, Miss Dendy of Manchester, and Mrs. Burgwin of London.

The Fourth International Congress of School Hygiene will be held in Buffalo in 1913.

AUSTRIA.

On the Continent of Europe steady progress is being made in the Care of the Feeble-minded. The Austrian Society for the Care of the Feeble-minded held its Fourth Annual Conference in Vienna on March 22nd and 23rd, 1910, and a large number of teachers and physicians were in attendance. The opening address was

given by a member of the Austrian Government, Count Sturgkl, the Minister of Education, who pointed out "That it was the duty of Society to do whatever might be possible for improving the condition of feeble-minded children. Schools for them had, therefore, been opened, and would soon be increased in number to such an extent that these persons could be made comfortable without their infirmities being unnecessarily brought before the general public. One of the chief points in this scheme was the training of specially qualified teachers who could deal with these defectives better than parents could. . . . The progress made in the education of feeble-minded persons during the last twenty-five years in this country was well illustrated in a paper by Professor Spitzzy. Whilst at the beginning of the before-mentioned period such persons could not be admitted into any public institution, there was now in each large city at least one school for them. It has been found that the disturbances of co-ordination form one of the most serious obstacles to bodily education, therefore teaching and occupation must be approximated as much as possible to the ideal of training this sense. At present in every school a search is made for symptoms of feeble-mindedness amongst the children."

HUNGARY.

Investigations in Hungary in regard to mentally deficient children have been vigorously pursued throughout 1910 and have resulted in finding as high a percentage of such children as have been found in other countries. In Budapest the school attendance is 25,000, and Dr. Edelmann, who is in charge of the investigation, thinks that from 500 to 1,000 require special care and a special training "if they are to be made fit to take any part in the battle of life, and that they ought to have the most careful attention. Up to the present there has been no compulsory medical inspection of school children in Hungary, and therefore no child is examined unless his appearance is such as enables his teachers to realize that he is unlike other children. The time will come, however, when every child will be examined by a doctor at the commencement of his school career, so that it may be known at the outset if he has any bodily or mental ailments which threaten to prevent his following the proper school course, and steps will be taken to ensure proper treatment. Such mentally deficient children as attend the public schools are, of course, on quite a different level from the children in State institutions and asylums, and yet they are quite incapable of following the usual curriculum of our public schools. The first care of those in charge of them should be to teach them to work with their hands. It is obviously impossible to expect the teachers of the regular classes, each of which consists of some fifty pupils, to do any work of this kind. These backward children should be placed in separate classes, comprising not more than fifteen pupils in each, under special teachers, who will thus be able to study each child, and give individual instruction and attention. At present there are facilities for teaching 150 of such children in Budapest.

THE UNITED STATES.

The scientific study of Backward Children is beginning to attract attention in not a few of the Psychological Departments of American Universities. Professor Seashore, of the University of Iowa, visited Toronto this year and conferred with the officials of this Department and the staff of the Psychological Department of Toronto University. He told us that the University of Iowa was about to establish a Special Department for the study of Backward and Mentally

Defective Children, and that there was to be a Residential School for such children in connection with the University. A statement of the advantages to the children of permanent care in such a Home has formed a part of all the Reports of this Department, and those advantages are universally recognized wherever the subject has attracted any attention. But probably there will be a reflex influence of unknown but possibly great advantage to the Study of Psychology. The thoughts of the normal human being have a speed like lightning. They pass and change too swiftly to be studied easily. The thoughts of the Feeble-Minded are retarded. They pass at a foot's pace and are more easily recognized and studied. The University of Pennsylvania and the Teachers' College of Columbia University are pioneers in this work, though neither of them has a Residential School for Feeble-Minded Children in connection with it yet.

Professor Lightner Witmer's work is well known, and not the least part of it is the interesting magazine, *The Psychological Clinic*, which serves as a channel of information to fellow-workers, and as a permanent record of some of the work done.

In Columbia University, New York, Prof. Naomi Norsworthy, of the Psychological Department, has been a distinguished worker on this question, and in 1910 Teachers' College of Columbia University established a Psychological Clinic for children who are backward in school work. *The Survey* (a weekly journal published in New York, which is the most advanced and trustworthy authority on all matters pertaining to Social Welfare, and which is always sympathetic towards anything to help the Feeble-Minded), thus refers to the Psychological Clinic for Backward Children at Teachers' College:

The Department of Educational Psychology of Teachers' College hopes to aid parents, teachers, and social workers by suggesting methods of training and treatment that are adapted to the requirements of each special case. The service is offered free of charge and teachers in the vacation schools and those in charge of fresh air outings undoubtedly know children who need this expert advice. In a distressingly large proportion of cases parents trust that the backwardness or peculiarities of their children will be outgrown in time. To neglect mental defects is just as serious as to be careless of a child's physical welfare. In both cases prompt and early attention is almost the only hope for cure.

The study and treatment of children who are markedly unusual is very recent, at least in the more scientific aspects of the problem. Of late years school authorities have come to realize that these children need special treatment and teaching and that the exact causes of their condition are not found out either in the school or by the parents. The work that has been started in New York is for that city of a pioneer nature. The work is confined to examination and advice. No attempt is made to conduct the instruction of defective children except in the case of speech defects. The College authorities hope to determine by this experiment whether a permanent psychological clinic is needed. It is their intention also to try to determine the best kinds of tests to apply for discovering mental defects and to observe the effectiveness of the treatment recommended for the children examined.

This Clinic will be held from July 5 to August 16 in 1911.

Another University doing advanced work in this field is Clark University, Worcester, Mass. The President, Prof. G. Stanley Hall, who is himself an enthusiast and a great authority on Child Study, is the head of this Department. The Department offers ten courses, among which is one on Sub-Normal and Defective Children by Mr. Harry M. Chase, assisted by Dr. D. F. O'Connor, formerly of the

State Industrial School at Lancaster. This work on Sub-Normal Children began on January 1st, 1910, and the necessity for working out suitable standard tests, as well as the larger question of having a School for the Children associated with the Department, is being considered.

The last Report of the Hon. Elmer Ellsworth Brown, Commissioner of Education for the United States, contains the following statistics in regard to the Feeble-Minded:

There are 26 state schools and the 17 private schools for the feeble-minded. The state institutions had 17,549 inmates, only 10,679 being reported in school or kindergarten. The seventeen private institutions had 927 inmates, the number in school or kindergarten being 424.

The last Annual Report of the National Education Association of the United States shows great progress in the problem of dealing with exceptional children. The most important work laid before this large body is prepared for it by certain Special Committees, and one of these Committees was "The Committee on Provisions for Exceptional Children in the Public Schools." The present is the Second Report of this Committee. It is pointed out that while in many places something is being done for exceptional children, nothing is as yet well organized, and that we need: (1) A study of the causes that have made them exceptional; (2) Some agreement in regard to terms of reference, *i.e.*, what is an "ungraded" class?; (3) Knowledge of what becomes of Exceptional Children; (4) Organization of a curriculum and special methods of teaching these children; (5) Careful systematic records and reports.

There is also, as one of the regular Sections of the National Education Association, a Department of Special Education, which is both interesting and well attended. Among the subjects discussed last year was "Public Schools for the Exceptional Child," and it was shown that so far the Public School has made failures of children who were "born short." Nothing was done for them. They fell by the wayside and were waste products. Now we are beginning to give these children some good of our Educational System, and we should, because they have as good a right as anybody to it. Some children who appear exceptional are not really so. They are normal children, but they are the slowest of the slow, or they are starving, or they cannot see or cannot hear, or cannot breathe well, or have never been at school a whole month in their lives, and so "The School passed unfavorable judgment upon them, and was willing to see them go out into life to begin its battle poorly prepared." On the other hand, there are pupils who cannot be made equal to the battle of life at all. These belong to the Special Class till this is fully ascertained, and they should be permanently cared for as soon as possible.

A great service was done by this Department in appointing Dr. F. G. Bruner, Assistant Director, Department of Child Study, Chicago Public Schools, Professor Earl Barnes, of Philadelphia, and Professor Walter Dearborn, University of Chicago, a Committee on Books and Tests pertaining to the Study of Exceptional and Mentally Defective Children.

The description of the tests devised and arranged by Professor de Sanctis, of the University of Rome, and those of Binet and Simon, of the Sorbonne in Paris, translated by Dr. H. H. Goddard, of Vineland, N.J., as well as the Bibliography, is invaluable to those who are trying to help Feeble-Minded Children.

In his last Annual Report, Superintendent W. H. Maxwell, of New York, says that: "In no other respect is the progress of the New York school system more conspicuously shown than in the training that is now provided for mentally and physically defective children. All of this work is less than ten, and most of it less than three, years old."

Nothing could be more encouraging than this statement. It is a great thing to find that at last, not only is provision made for Mentally Defective Children, but it is regarded by a practical educationalist at the head of the Public Schools in one of the greatest cities of the world as a conspicuous sign of progress.

There are now in New York 86 ungraded classes (last year there were 61) with an attendance of 1,242 pupils. During the year 1,998 children, 1,360 boys and 638 girls, recommended by Principals as mentally defective, were examined by Asst.-Supt. Farrell and Dr. Smart. Of this number 1,184 were recommended for ungraded classes.

Assistant-Superintendent Farrell's Report is one of marked interest, and so important that one cannot forget it. She deals with the question of defective speech in backward children, and also with the greatest question of all: "What to do with the feeble-minded child over fourteen?"

AFTER-CARE.

"The most serious problem in the work for mentally defective children is that which appears in connection with those who after a sufficiently long period in the classroom with skilful teaching, and having received medical and surgical care, are unable to improve to an extent which warrants self-support and the ability to lead a self-directed life. This problem is two-fold. It concerns the school and its final aspects, it concerns the life of the community. In so far as the school is concerned, these children who are improvable to a slight degree only, become a burden and expense. Because of their mental incapacity they cannot attend to work given them without the constant stimulation which comes from direct contact with the teacher, who in addition to the one or two slightly improvable children, has twelve others of rather better minds, the teaching of whom will be of greater value to the State. They must be spurred on at every point. Not because they like idleness better than work, but because they are distracted by every sound and have little or no powers to inhibit irrelevant matters. The result is the teacher is under a strain not warranted by the result attained. It is obvious that this kind of child will never be able to be promoted to the regular grades. It is possible by means of school training to keep him up to the level attained, but progress is practically impossible. He does the same thing in the same way year after year; he is happy and for several hours a day is out of harm's way, but because of native incapacity, he cannot use the thing he does know, to interpret that which is new; he does not realize that the conduct required by the teacher in the matter of industry, of rights of person and property, are, if anything, more essential in the family and on the street than in the school. It is at this point that the problem ceases to be an affair of the school and becomes a factor in the life of the community.

Serious as is the school problem presented by the slightly improvable child, it is not comparable with that which arises when such an individual is released from the discipline and the training of even five hours a day and allowed the freedom of an independent life.

Through no fault of their own these children meet life and are wrecked. The claim of the parent's right to his child is the cause of the wreck. The question presented by cases like these is—are we going to continue to allow the parent to have the last word in the final disposition of children who, during a longer or shorter school life, have given evidence of mental inability of such degree as makes them unable to live independent, self-directed lives? The State has met this question

of personal liberty and decided against it in the interest of public health, compulsory education, and compulsory care of the insane. Children who break the law are taken from their parents. The children of whom I write should be taken from their parents in the interest of public morals. To meet the conditions which exist and to ensure the largest return to the State I suggest the following as a point of departure in this work:

1.—All children of school age should be accepted in the public schools of the State.

2.—Special instruction designed to meet the varied physical and mental anomalies found in childhood should be provided in the public schools of the State.

3.—After a sufficient period of attendance upon public day schools, during which time the child will have been put in the best physical condition and will have been taught in the most approved way, if progress, because of conditions inherent in the individual, has not been made, the said individual should be removed to a custodial home maintained by the State for children of his class.

4.—The removal to and from custodial homes should be effected by the State after examination by a body of experts whose decision may be reviewed by the Supreme Court.

It is scarcely conceivable that in this century of the child when we say to the normal boy and girl, you may not enter the world as a wage-earner and assume the duties and responsibilities of young manhood or young womanhood, until you are a given age and have attained a certain plane of mental development, it is inconceivable that to the handicapped child who has never been normal in work or in play, to the child who could not adjust himself to the necessary discipline of school life, to the child whose years are sixteen and whose mental development may be six, to such a child we say: we know you are unequal to the struggle for life; we know that only the most precarious livelihood is for you; we know that the discipline of the shop and of the street will be too much for you; we know that in a very few years you will return diseased and broken, a wreck seeking a home in the almshouse, or you will be locked up in a jail or be confined as a dangerous lunatic; all this we know, yet we launch you forth. As an economy measure some intelligent disposition should be made of these children. A system of after-care, like that carried on in England, will never do. It is designed for the individual concerned. He is given a job and the after-care visitor tries to keep him at it and endeavours at the same to convince the employer that he is doing his duty. It is a phase of philanthropy. What is needed is justice. Justice for the mental defective of to-day and for his children of to-morrow. The question presented by these persons is: Will you care for me when the public school has done all it can? When I am trained to habits of industry and order and cheerfulness, or will you wait until I have lost all these by my flight into the world of affairs and have scattered misery and vice wherever I go? This is the option."

TEACHERS.

The By-laws of the Board of Education in the City of New York allow three months' leave of absence with full pay for purposes of study to teachers who have been approved for the work of teaching in the special classes. As Asst.-Supt. Farrell says: "We have the children, we have the money, we have the active support of the greatest public school man of this country, but we have not teachers enough to fill the great need of the schools. The three months' leave is to be spent in a school or institute for the training of mentally defective children."

St. Louis.

In the month of November, by permission of the minister, a visit was paid to the Special Schools of the City of St. Louis, Missouri. Here, as elsewhere, it is found that the work began when some one person became possessed with the idea of the importance of doing something for the Feeble-Minded. In St. Louis it was Superintendent Soldan. He spared time from the busy life of the Superintendent of Education in a great city to think out a plan which has worked out well for these children. And he personally devised a special curriculum for them in these "Classes for Industrial Instruction." His pen was in his hand writing this Course of Study for these Classes when death came and found him thus busy. The plan was completed by his successor from preliminary notes found in his desk. The present Superintendent, Mr. Ben Blewett, who has kindly written several times and afforded us much information and help, was away in Boston, visiting Schools, in November, but every courtesy was received from the Office Staff and the teachers. A unique feature of the St. Louis Special Classes is that these classes are held in private houses, rented for the purpose. A notice on the outside of the house headed "Board of Education," states that classes are held there for Individual Instruction.

The house first visited was a large and substantial white brick dwelling, better than most of the neighbouring houses. But the whole neighbourhood had evidently "seen better days" and was being encroached upon by commerce and manufacture. I found an attendance of about 30 children, all but one or two of those on the roll being present, and three teachers, one being a newly arrived assistant. Coming up 17th Street the children might be seen at play in the large yard. The head mistress was both experienced and able in dealing with her charges, who were of many varied types. She remarked that there was *no* use trying severity with these pupils. At home (if it could be called a home) they received treatment of a shocking character, and no severity made any impression on them. She showed the greatest tact and judgment in stopping an incipient fight and even managed to reconcile the combatants and got one to give up agreeably what a moment before he was determined to fight for. She was teaching them about Thanksgiving Day, and succeeded in getting not a few answers to her questions.

A person of great help and importance in the Special Schools of St. Louis is the caretaker. She acts as attendant and has a well-defined share in the training of the children. In the first school visited the children were pouring into the school-room from the yard. The day was wet and the yard muddy and the caretaker stood at the door, speaking kindly to each child about wiping his or her boots clean on the mat. She stood beside the Principal and seemed to possess an intimate and personal knowledge of every boy and girl. With the younger children her aid is indispensable and greatly valued by the teachers. There was some attempt at teaching manual work of different kinds in all the classes.

The enforcement of a Law compelling children to attend school made it imperative in St. Louis, as it would anywhere, to establish Special Classes for children who cannot keep up with the ordinary classes themselves, and in addition, keep other pupils back. Superintendent Soldan drew the attention of the Board to this fact in 1906.

In 1906-7 the Principals of the schools were twice asked to report the number of defective children under their care. Three Special Schools were opened on January 13th, 1908. It is considered in St. Louis that from .3 to .5 of one per cent. of the annual school registration are children who need special education, and it is

thought that there are still in St. Louis about 100 of such children unprovided for. The cost per pupil, per year, for teachers, books, supplies, and incidentals, including rent, has been \$130.00, while for ordinary pupils the cost has been about \$97.00.

The Board of Education supplies car fare to any of the children who are at the Special Schools and whose parents are unable to furnish it themselves.

There are now seven of these Special Schools which are held in houses of six or eight rooms in different parts of the City, with an attendance of about 200. Miss Kate L. Cunningham is the Supervisor of Special Schools and Dr. James Stewart is the Medical Inspector.

SOCIAL BETTERMENT.

Let the question of Social Betterment come up at all and it brings up with it the question of what to do with the Feeble-Minded. One of the most sensible and promising of modern movements is the "Social Service" Department in Hospitals such as those at Massachusetts General Hospital, some of the New York Hospitals, Winnipeg General Hospital, and elsewhere. Dr. Richard Cabot began this in Boston. In an address on "What is Being Done for Girls who go Wrong," by one of the Massachusetts General Hospital Social Service Staff, Mrs. Jessie D. Hodder, this passage occurs:

"The next point I want to make is about the Feeble-Minded Girl. All of us who are in this work should study and be able to recognize the Feeble-Minded Girl. I mean the border-line case. She can be self-supporting in an institution and happy there. She is an easy prey to base men; I should recommend taking almost any degree of trouble in order to put her under custodial care."

NOT THE CONVICT, BUT THE CHILD.

It has already been stated that more progress in the cause of the Feeble-Minded has been made in 1910 than in any previous year. One proof of this has been the fact that the chief part of our attention has been directed this year not to the lamentable results of neglect of the Feeble-Minded, but to the causes of these results and the prevention of them. It is not to the feeble-minded convict, but to the feeble-minded school-child that we should direct our efforts. The convict once was, or should have been, a school-child, and anyway, whether he reached the school or not he was a child. The feeble-minded convict is either irresponsible or semi-irresponsible.

COMPULSORY EDUCATION.

The State has decreed compulsory education. But that decree is not fully carried out. It must be carried out. We must have all our Ontario children in our schools, and find any Feeble-Minded there are, because it is certain that the State has to provide for them in the end and it is better far and cheaper to provide a permanent home for them, where they can be made the best of, where they can be happy, useful, and almost or quite self-supporting, than to wait till they have made a complete and costly failure of life, or committed some outrage, theft, or murder, and then provide for them by the extravagant and unsatisfactory plan of the poor-house, the jail, or the gallows.

THE FEEBLE-MINDED CHILD.

It is therefore a great proof of progress that in 1910 we have heard far more about the Feeble-Minded child than ever before. Medical inspection has been a great help in this direction. In the School Medical Officers and the School Nurses we have a corps of specialists who are with every day's experience becoming more useful to the Schools and the community. Two years ago we had hardly any books, or even articles about the Feeble-Minded child, now we have a great part of Dr. Tredgold's text-book on "Mental Deficiency," devoted to this subject and a book on "Mentally Deficient Children," by Dr. Shuttleworth and Dr. Potts, which is excellent. Dr. Le Page, of Manchester, with the assistance of Miss Dendy, is bringing out a text-book on "Feeble-Mindedness in Children of School Age."

FEEBLE-MINDED CHILDREN IN TORONTO.

Toronto has been the first City in Canada to take definite action for the care of feeble-minded children. As mentioned in the Fourth Report, the Board of Education of Toronto ordered an enquiry to be made early in 1910 and the matter was alluded to in the inaugural address of the Chairman, Mr. James Simpson. On February 10th, 1910, the Board appointed one of the officials of this Department to make the investigation. At a meeting of the Management Committee on February 10th, the Committee appointed the Chairman of the Management Committee, Mr. R. R. Davis, and Dr. W. F. Bryans, one of the Members of the Board, to consult as to the best means of examining the 117 children already reported by the Principals of 50 different schools. The investigation was completed on April 26th and the Report was prepared for the Board on Thursday, April 28th, as follows:—

To the Chairman and Members of the

BOARD OF EDUCATION, TORONTO,

I have the honour to present a report on one hundred and seventeen children attending fifty different schools in the City of Toronto.

The terms of reference of the original motion are as follows:

Mr. Simpson—"That the Management Committee be instructed to report as to the advisability of classifying the weak-minded and otherwise physically incapacitated children in our public schools, with a view to giving the special instruction that such children require."

Instructions from the sub-committee appointed by the Board were received on March 2nd, and the list of schools and the names of children were received from the Chief Inspector, Mr. J. L. Hughes, so that the work began on Monday, March 7th, and the visiting of all the fifty schools was completed by Thursday, March 24th, when the schools closed for Easter vacation.

These visits secured valuable and indeed indispensable information as to each pupil's school history and school work. The conferences with the Principals and teachers were held strictly in private, and no class-room was entered during the whole course of the investigation. It was often necessary to confer with two or three teachers in order to secure a complete study of each child from the school point of view. Later on, when the children were examined at the schools, either the Principal or one of the teachers went to the class-room to bring the child and several other children were often brought to show me their slates or some other work at the same time.

It was then resolved to address the following letter to the parents or guardians of each child, stating the object of the Board in making the enquiry, and appointing a time and place to see each child privately.

Private and Confidential.

TORONTO, April 4th, 1910.

DEAR SIR AND MADAM:—

It is felt by the Board of Education that as far as possible, all the children of Toronto should be enabled to receive the greatest benefit from the education so liberally provided for them.

It has been ascertained by a confidential enquiry that more than one hundred of our school children are now in classes far below the class where they should be according to their age. There must be some reason for this, and the Board feel it to be their duty to provide an education adapted to any child who can learn, no matter how slowly, and have therefore arranged to give a special private examination to any pupil requiring it, so that the cause of such backwardness or slow promotion may be ascertained and removed if possible.

In order to do this it is hoped that it may be convenient for you to bring for this examination at the time and place mentioned below, as this appointment is made exclusively for h..... If not, kindly mention the time and place most convenient for you, and the Board will endeavour to meet your wishes or to arrange for a private examination later on at the school.

Yours faithfully,

R. R. DAVIS,

Chairman, Management Committee.

W. F. BRYANS, M.B.,

Chairman of Special Sub-Committee.

DAY.....

DATE.....

HOURL.....

PLACE—City Hall. ROOM—Top Floor. ENTRANCE by James Street door.

Please ask the elevator man to show you to the Inspectors' Room.

Address reply to THE SECRETARY, BOARD OF EDUCATION, City Hall, Toronto.

The parents and guardians were always invited to be present, and it was further stated that if the appointment were not a convenient one, the Board would endeavour to make one more convenient to the parents, or arrange for a private examination at the school. This letter was issued on Saturday, April 9th, immediately after Easter vacation, and the appointments occupied each day from April 13th to April 21st.

ATTITUDE OF THE PARENTS.

A number of replies were received to this communication, some of them asking for another time, as the first was not convenient, some of them stating that they preferred the examination to be made at the school, but all expressing thanks to the Board for its action. There was a letter received from one parent who said it would not be convenient for him to bring his daughter at the time and place appointed, or at any other time and place. As it was thought this might indicate an unwillingness on the part of this parent it seemed best not to make any further appointment in this one case.

About one-third of the parents and guardians kept the appointments. In many cases they came early, in several cases they came later or on the next day, as they could not come on the day appointed. In two cases both the father and the mother came with the child. In one case the father came without the child and asked me to go to his home, which I did. In fourteen cases the mother came, in four other cases the father came with the child, in one the grandmother came, in

one the step-mother, in four the sister, in two the aunt, and in one the brother. It is only right to report to the Board the universal satisfaction expressed by these ladies and gentlemen with the interest shown by the Board in the welfare of the children.

It then became necessary to visit the schools a second time, so as to see the other children. This part of the work was begun immediately on the completion of the appointments and finished on Tuesday, April 26th.

ASSISTANCE RENDERED BY MEMBERS OF THE BOARD OF EDUCATION, INSPECTORS,
OFFICIALS, PRINCIPALS AND TEACHERS.

It would be impossible to speak too highly of the assistance rendered by the Chairman of the Board, the Chairman of the Management Committee and other members of the Board of Education, as well as by the Chief Inspector, the other Inspectors, and the other officials and members of the office staff. The investigation owes largely to their interest, kindness and courtesy whatever success and usefulness it may have.

Above all, the time, trouble and skill given by the Principals and teachers have increased the value of the results now to be laid before the Board. The Principals and teachers were anxious to carry out the letter and still more anxious to carry out the spirit of the enquiry. And though happily this report shows a large proportion to be normal or border-line cases, there was not one child reported unnecessarily, not one who should not receive special consideration. The teachers have often done wonders for the children who are not quite normal. They have even assured me in some cases that every child in the room helps the backward one, and loves to see him or her make a little progress. Alas, it is not always so. There are one or two cases where the parents told me the poor child was teased and persecuted at school and sometimes the parents, unaware of the real condition, had punished the poor child for what was not the child's fault. It is to the relief of these cases that we must hasten.

EFFECT ON NORMAL CHILDREN.

Evidence has appeared, in the course of this enquiry, to show that the normal children in the class, in most instances, are not only hindered, but are harmed by the presence of one or two, or more children so backward and delicate in mind and body that they require from five to ten times the care, training and patience required by the average child.

TIME DEVOTED TO EACH PUPIL.

Fifteen minutes was allowed for the examination of each child, and in some cases it took twice that time. Then there were also two visits made to nearly all the schools, and sometimes three or four visits where the children were absent. There were also a number of visits made to the homes, by special request of the parents. Time is a very important factor. The child's confidence must be won, and besides one must try a good many different things. Sometimes, to my delight, a child who for the first fifteen minutes appeared rather hopeless would finally get his mind into action and vindicate himself in the last few minutes.

ADDITIONAL CASES—SCHOOL CENSUS.

One of the most noteworthy things which came to light in the course of this enquiry was the large number of additional cases brought forward. Parents who came often mentioned other backward children on the same street who do not go to school at all. Teachers would remember other children who had left or who had brothers or sisters at school. I have been applied to by some parents who had asked to have a child reported and in some way the name had not reached me. Teachers would remark they had just been waiting till I came, to tell me about another case. In many other ways information came which points directly to the necessity of a "School Census" for Toronto. This happened every day during the investigation. My instructions and my time prevented me from following up these cases then, but I have made a record of them and I trust they will be followed up. A great many Principals and teachers applied for aid for children, nearly all poor, who are needing the Medical Inspector and the School Nurse.

AGE.

The following table of the average age of normal children in our classes was compiled by Mr. Ward, Principal of Church Street School, and Mr. Ritchie, Principal of the Wellesley School, by kind permission of the Chief Inspector, Mr. J. L. Hughes. There is a striking difference between the average age (normal) and the average age of the 117 special children examined. The number of children reported from each class is also shown.

AVERAGE AGE (Years).

	Normal Children.	Backward Children.	No. of Backward Children in each Class.
Kindergarten	5.5	8.6	8
Junior I.....	7.6	9.7	48
Senior I.....	8.8	11.7	18
Junior II.....	9.8	11.2	18
Senior II.....	10.5	13.5	13
Junior III.....	11.5	14.0	5
Senior III.....	12.5	13.8	6
Junior IV.....	12.9	20.0	1
			<u>117</u>

THE FOLLOWING RECORD WAS MADE FOR EVERY PUPIL REPORTED.

DATE AGE

NAME CLASS

Teeth	Writing	Aptitudes
Throat.....	Arithmetic	Moral Sense
Vision	Manual Training.....	Physical Condition
Hearing	Attention.....	Gait
Speech	Memory	Co-ordination
Reading	Intelligence	Cause

TEETH.

I saw one perfect set of teeth among one hundred, and the happy possessor of them was a coloured girl. Some teeth were very bad. Some mouths were very unclean and uncared for. Nearly all had from two to four badly decayed teeth.

ADENOIDS.

Adenoids were found in 45 per cent. This is an important cause of backwardness.

VISION.

The vision of 39 per cent. was bad, seriously interfering with educational progress. One boy had 1-60 normal vision in the left eye and 5-36 normal vision in the right eye and a high degree of astigmatism besides. He is 13 years old, has been 4 years in the Jr. I. book and is there still. His mother has done her best. She took him to one of the numerous places in the city where "eyes are examined free." They made glasses for him for \$5.00. The mother managed to pay \$2.00. Then as she told me she "never could seem to get the money ready to pay the rest." That was last year. The City of Toronto has paid for four years' tuition for this boy and has lost every cent. The boy has gained nothing and has lost all his school life, but part of one year. The people who examined the eyes free have the \$2.00 and the glasses.

HEARING.

Hearing is very defective in 12. One girl has been sent to the Belleville School since the enquiry opened, and three others ought to go there. They could not be tested at all.

SPEECH.

Speech was deficient in about 20 per cent.

CAUSES OF BACKWARDNESS.

Among other causes of backwardness were:—

Long and serious and frequent illness of an infectious character....	10
Long and serious and frequent illness not of an infectious character..	13
Lack of concentration	3
Laziness and numerous changes of school and classes	5
Neglect	5
Adenoids, defective sight and hearing (see above), are most important causes of backwardness.	

NEGLECT.

Some of the cases of neglect were very bad. The seventeen children were not seen for the following reasons:

Parent declined appointment (see above)	1
Moved away from school district	3
Gone to work at age of 14 years	3
Absent on account of infectious diseases, etc.	10

Too young to be classified absolutely	3
Transferred to another class with a fair prospect of doing well....	2
Should go to the Government School at Belleville	4
Normal, but urgently need special help	26
Borderline cases	13
Not normal, but could be taught a great deal	52

100

Of the 52 for whom chiefly this enquiry was undertaken it is to be remembered first:

That they are not merely dull and backward, but defective.

And second, that the most useful classification of them is as follows:

Borderline.—Time alone will tell whether these pupils are really normal and can be developed or not. They need very special help.

All these children are greatly improved by suitable training, but their developmental capacity and response to education vary enormously. On this account it is convenient to divide them into three grades. (Tredgold).

“The first grade is composed of children who make tolerable progress in elementary school knowledge. They are capable of writing a simple letter, they can read children’s books, and they can perform simple arithmetic exercises mentally, as well as the first four rules on paper. They have a knowledge of money values, and can be trusted with simple commissions. Their handiwork is often extremely good, and they do little drawings, brush-work, cutting-out, basket and wicker work, rug-making, and the like, with a dexterity which is often surprising. They have some common sense, but they lack resource and judgment, and often initiative.

“The second grade fall considerably behind the former in purely scholastic attainments, and also, although not to the same extent, in handicraft. They are rarely capable of mental, and seldom of paper, arithmetic, and their reading and writing ability extends no further than simple words of one syllable. Some are even unable to do this.

“They can perform the same kind of manual work, but the result is not nearly so good, and they require more constant stimulation as well as much closer supervision. They have decidedly less general intelligence.

“In the third grade the improvement effected by the special school is limited to the development of some capacity for manual work under supervision, and to the formation of habits of obedience, tidiness, and regularity. Their scholastic acquirements are practically nil.”

SUGGESTIONS.

In accordance with suggestions made to me by members of the Board, I would respectfully mention the following plans which have proved useful elsewhere.

1. The attachment of a specially qualified teacher to certain large schools (as centres), whose duty it should be to make a special study of normal pupils who are behind and bring them up to the proper class standard.

2. The establishment of "Promotion Classes" and "Special Classes" in different parts of the city.
3. Special consideration of individual cases referred to in this report.

I have the honor to be,

Your obedient servant,

HELEN MACMURCHY.

The report was referred to the Management Committee, who, on motion of Dr. Bryans, referred it to the Board of Inspectors. As a result the Board appointed Miss Sims and Miss Carruthers as teachers of two Special Classes and the Classes were opened on Monday, September 19th, one at George St. School and the other at McCaul St. School. ✓

RESULTS OF THE INVESTIGATION.

In a few cases, sometimes through the urgency of the case itself, more often through the intelligent interest and anxiety for the child's welfare of parents and teachers, this Department has been kept in touch with the children, by the parents and teachers repeatedly asking for help or advice. Two of these cases may be mentioned because they represent the important group of normal children in our schools who are in danger of being considered of doubtful mental powers

NOT FEEBLE-MINDED, BUT COULD NOT SEE.

One was the boy above referred to (See "Vision") as having been four years in the Jr. I. Class and being there still at the age of over 13 years. This boy was normal, but his sight was so defective that he had learned nothing. He could not even read, and in a few months, at the age of 14 years, he would have to go to work. A visit to the home resulted in getting the mother to send him to a neighbouring Hospital, where he was examined by one of the visiting staff and glasses ordered. An optician agreed to make the expensive glasses necessary for \$3.00 (a discount of 40 per cent.), and finally, the Good Samaritan Fund of the Hospital paid the \$3.00. And the boy presented himself to say as he fumbled with his cap—"I can see fine now with them glasses. Thank ye for getting them for me." Then the boy began to learn at school, and when he left a few months after, his mother got the teacher to give him a lesson every night and the mother works for the teacher to pay for the lesson.

THE YOUNG HIGHLANDER.

Another perfectly normal boy of the age of ten and a half years was also in the first book and did not even know his letters. He was an intelligent-looking boy, and had been at school five and a half years. Finding he was of Highland descent, I said—"Alister, this will never do. Do you not know that the Highlanders are the smartest men in the world?" "O," replied Alister, "I thought it was the Americans were the smartest men." This settled it, and a further investigation served to show that, as he had been in the hands of a great many teachers, and had been very often absent, what was needed was the use of the old-fashioned virtues of attendance and attention. Fortunately the Sunday-School teacher came to the rescue and said *she* would teach him to read; which she did, within a fortnight.

Yet a boy who had been at school for five and a half years, and was in his eleventh year and could not read was a case that certainly needed immediate investigation.

HOW SOON CAN THERE BE A CLASS FOR HIM?

Another case in which we were appealed to later, was that of a boy of 11 years, who was not able to do more at school than learn his letters. He was a well-grown boy with a cherub-like face, which on close study and in conversation was never seen to change expression or light up at all. His family were only too well aware of his mental deficiencies. He acted just like a three years' child. "How soon" said the poor mother, "can there be a class for him?" He was clean and well-cared for, and the only sign of intelligence I could find was that the family told me he would never go to bed on Saturday night till he had seen "The Sunday —," a well-known Toronto newspaper.

Later on in the year, he was with some other boys who told him to break a window in a Yonge Street shop. Of course, he did it, and equally of course the policeman caught him first. He was brought up in the Children's Court before Magistrate Denison along with the other boys, all under the charge of the Children's Aid Society officer. The most guilty of the boys meanwhile wept copiously, but never a change on the face of our poor feeble-minded boy, even when he met his mother and sister who were present. At their request we assured the Magistrate that he was not quite responsible, that his aunt, living in a quieter part of the City, and near one of the newly-established Special Classes, would take charge of him, and convey him back and forward to school, and that he ought to be in a Special Class. Magistrate Denison gave the required order. We have not heard of him since, except that he was seen one Saturday in the middle of "The Ward"—not a very good place for him. He is a boy who ought to have permanent care. If not, it will cost the Province and the family pretty dear by the time that all is over with.

THE PROVINCE WATCHES.

The action of the Board of Education in Toronto, has evidently been watched with great interest in the Province. We have had letters from parents asking about the School that they hope the Government is going to establish, and also about the Special Classes established by the Board of Education, some of them even saying that they would like to move to the City to take advantage of these Special Classes for the little son or daughter who needs them so badly. Teachers also write frequently.

ADVICE TO THE PARENTS.

This part of the subject may be concluded with the words of advice given to parents by Dr. John Thomson at the Children's Hospital in Edinburgh:

"Your child needs to be carefully taught to do things that other children do without teaching. In time he may learn to do them quite well if you only persevere.

Remember that improvement *cannot* be sudden: it can only come gradually by getting him to do over and over again little things that he is not good at. Notice, therefore, what things he cannot do as well as other children, and try to

teach him to do them better one by one. Do not go on doing for him anything that you can possibly get him to do for himself—such as feeding or dressing.

Encourage him especially in doing those things that he finds a *little* difficult, but do not give him anything to do that is quite too hard for him. Utter failure will discourage him, while success in *anything* that is not mischief will do him a great deal of good.

Always encourage anything harmless that he does of his own accord. Such things please him far more than what you tell him to do, and are also better for him; but *never* let him even begin to get into a habit of making faces, or of making any noises that you would not like your other children to learn.

If he seems to notice too little, encourage him to look at, listen to, or handle anything that he is taken up with. Any sort of interest helps to brighten him.

Do your best to keep his body as strong as possible by carefully seeing to his food and clothing, and by taking him into the fresh air as much as you can.

Nobody knows how much he may improve; that will depend largely on the amount of trouble and patience you spend on him."

PUBLIC OPINION IN ONTARIO.

THE MOST NEEDED INSTITUTION IN THE PROVINCE.

"From my experience during the past year, I have reason to believe that the most needed institution in the Province is an institution where Feeble-Minded women can be taken care of."—A citizen of Lindsay.

POOR FRANK.

"Frank P., a young lad *not overly bright*, is the butt of many jokes in this neighborhood. To me it seems pitiful to see the young lads tease him, but, *when it comes to men* who have sons as old, if not older than Frank, I draw the line and consider that they who tease are the *idiots*, and not poor Frank. How much better it would be if they would give him a meal or some article of clothing, than following him for a mile to have the *pleasure of seeing "the loon run,"* as one put it. Christians shake their heads (and that is about all they do in this case), and say, that the world is getting worse; let them begin at home to fight the good fight, instead of in China, India or Japan.—From a newspaper in Welland County.

JUDGE WINCHESTER ON THE PROTECTION OF LITTLE GIRLS.

In the case of William Ferguson, the evidence of the family physician and the man's mother and brother was taken to show that he was not strong physically or mentally. He had been convicted of indecent assault.

"I think if he gets off now, he'll think it all right to do it again," said Judge Winchester. "If there were a place for weak-minded boys and girls I would like it very much. If there isn't, we'll have to do the best we can. We must protect our little girls in the street. If there were not evidence that he is weak-minded I would give him the lash.

"You will go to the Central Prison for six months," said His Honour to the prisoner.—Toronto Press Reports, October 14th, 1910.

“WHAT OF TO-MORROW.”

“The tragedy near Havelock, which resulted in the death of Mrs. Delaine, and the arrest of her husband on the charge of murder should again press home the duty of a people to the future generation.”

THE MOTHER'S ADMISSION.

Both are young: Delaine twenty-four, his wife twenty-two. The mothers of both were at the Delaine home yesterday: both said they had known their children to be simpletons. Why they ever allowed them to get married. . . .

Yet, this unfortunate pair have given to the care of this generation two innocent children and it would be a marvel of nature if they do not inherit the characteristics of their parents.

For the sake of the normal children who in the years to come must protect themselves against criminal degeneracy and insanity, governments should render impossible marriage between people who are mentally and physically unfit.

“To-day the officers of the law are dealing with Delaine. Whom does experience show they will be dealing with to-morrow?”—From *The News* (Toronto), September 21st, 1910.

WHAT CAN WE DO TO PREVENT SUCH EVILS?

There is only one answer to this question. Find the Feeble-Minded child. Children who are mentally defective will always be children in this respect, namely—they will need care and control, and permanent supervision in an institution would prevent these evils.

No one should ever be in an institution if he can possibly take his place in the world. But those who cannot be at large, except with expense, wretchedness, disaster and crime, the consequences of which fall on the community directly, as well as on themselves, should be cared for as soon as their Feeble-Minded condition is proved.

The school population of the Province of Ontario is about six hundred thousand. It is estimated that .03 per cent. of these are probably Feeble-Minded. This gives us over 1,000 Feeble-Minded children who are in our schools—or supposed to be in our schools. A measure of great importance would be the preparation of a Special Register of these children under the authority of the Provincial Government. Only thus can we reach the source of supply.

As to those Feeble-Minded persons who become in any way a public charge, it seems clear that such persons might at once be reported to this Department for care and control. The same may be said of all Feeble-Minded persons, who come under the notice of officers of the Law.

THIS WOULD BE A BEGINNING.

- (1). An enumeration of mentally-defective children in our Schools.
- (2). An oversight and control by this Department of all Feeble-Minded persons who become a public charge or break the laws.
- (3). A gradual development of this policy of the Care of the Feeble-Minded in accordance with enlightened public opinion in the Province.

I have the honour to be,

Sir,

Your obedient servant,

December 31st, 1910

HELEN MACMURCHY.

Feeble-Minded in Ontario

SIXTH REPORT

FOR THE YEAR

1911

BY

HELEN MacMURCHY

TORONTO

PRINTED BY ORDER OF
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SIXTH REPORT
OF THE
FEEBLE-MINDED IN ONTARIO
1911.

To The Hon. W. J. HANNA,
Provincial Secretary.

SIR,—I have the honour to present to you the Sixth Report dealing with the Feeble-minded in Ontario, for it is now over six years since the condition of the Feeble-minded in this Province and the interest aroused by successful modern methods of caring for them in other countries, especially in Great Britain and the United States, rendered it advisable to collect and present information on this subject.

PUBLIC OPINION URGENT.

Every year the problem in Ontario has grown more urgent and public opinion stronger on the necessity for permanent care as the only sensible, economical and humane way of dealing with that problem.

This very day when the first page of this report comes to be written stronger evidence than ever before compels every Canadian who sees and hears it to stop and consider.

WHAT DELAYED THIS REPORT.

When the first report was written material for it was gathered with difficulty and from few sources. Now it comes to pass that with the greatest desire to place this Report promptly before the Hon. the Provincial Secretary, it has been impossible to write it. There was no time to write this Report because sometimes four, sometimes five hours a day are spent in the effort to deal with a few only of the most pressing and dangerous of these cases, and to hear true stories of the Feeble-minded which would not only melt a heart of stone, but in which the cold fact of the cash value to the Province of immediate action smites one in the face.

HARD CASH.

The one difficulty is to get the ear of the people of the Province and get them to know so that the Government might have a mandate from the people to provide the necessary money for such care—money which would be so well invested that the return would far outstrip the legal rate of interest.

WHAT WILL ONTARIO SAY TO THIS?

Take to-day. To-day, in that very Maternity Hospital, where ten years ago and more, I saw, for the first time, a poor neglected, Feeble-minded girl—[a child in mind—a child in understanding—no more able to protect herself than a little girl eight years of age]—bring forth in travail and sorrow a son—[a son all but sure to be feeble-minded himself, and absolutely sure to transmit the taint of feeble-mindedness and so be an expense, a disgrace, and a danger to the community], I have seen that terrible history repeat itself. In that Maternity Hospital it has repeated itself almost every month for these ten years. All these feeble-minded girls were the victims of wickedness the account of which should not, in decency, darken the pages of a Government Report. A poor feeble-minded girl, one of our patients there to-day, was taken this morning to the Police Court. The scene in the Police Court was beyond description, and the case so far as some of the evidence is concerned, unfit for publication, and is not fully given here.

A TORONTO GIRL THE VICTIM.

This girl is 37 years old and came to Toronto when she was 5 years old and has lived here ever since. She was cared for as long as her father and mother were alive. She lost both father and mother within four months of each other. The mother died first. The father died April 1st, 1911. She had a brother, who gave her "a home and a room in his house," and an uncle who also promised to "take care of her." He "took care of" her money instead and has \$5.00 of it in his possession at this moment. She made this money by going out to work by the day, for, like so many feeble-minded women, she is a good worker. It takes a good while to save \$5.00 going out to work washing and scrubbing in the poorer parts of Toronto. Nobody took care of her. Finally, nine months after her father's death she took refuge in the house of a neighbour across the street from her old home. This woman, like every one else who saw her, recognized her condition, but, unlike every one else who saw her, she had compassion on her. She went with her to the City Hall to get a free Hospital Order for her, and wishing to get a few necessary clothes for her and for her poor baby so soon to be born the kind neighbour appealed to the police to make the uncle disgorge the \$5.00. The Inspector of the Morality Department acted at once, and brought to trial to-day that uncle, 55 years old and another gray-haired man 70 years of age.

UNFIT FOR PUBLICATION.

It is their evidence that is unfit for publication. *The uncle admitted that he was responsible for the girl's condition.* The other gray-haired man, from the evidence, is believed to be guilty of the same sin against the poor feeble-minded girl. Both were arrested and committed for trial. And when the poor feeble-minded girl gave her evidence, so pitiful was the sight, that the tears stood in the eyes of the Police Magistrate. She went back to her bed in the Maternity ward of Toronto General Hospital.

OMINOUS FOR ONTARIO.

Beside her, in the same ward, is to-day another feeble-minded girl. If possible her case is more appalling, more revolting, more ominous for Ontario, than

the case just described. She is one of two feeble-minded sisters referred to in the Fifth Report (1910, at page 7). Every year since the Second Report on the Feeble-minded was issued in 1907, we have been appealed to by the family and the nearest Justice of the Peace, to take charge of these two feeble-minded sisters. The parents felt that they could not protect them. Not only were they feeble-minded, but they were deaf and dumb. Every year we have had to make them the same reply. Orillia is over-crowded, and Ontario does not care for the feeble-minded.

WHAT HAS HAPPENED?

This. In spite of all the care her poor mother and father could take, one of these girls, deaf, dumb and feeble-minded is about to become a mother. Nor can anyone find out who is the criminal. The case was such a bad one that now that the harm we feared has happened, at the request of the family, the Justice of the Peace and the member of the Legislature for that constituency, we have managed to care temporarily for one deaf, dumb, feeble-minded sister in the Haven and for the other in the Maternity Hospital, until they can be removed to Orillia, at present so overcrowded that they cannot possibly be admitted there.

SUPREME FOLLY.

This is the most urgent part of the Feeble-minded problem. It is this Supreme Folly that has produced the over-whelming number of one hundred and fifty thousand feeble-minded persons in England and Wales. It is estimated that about one hundred children are born of feeble-minded women in Ontario every year.

A POOR POLICY FOR ONTARIO.

Practically speaking every one of these children will be feeble-minded. That is, in the six years since the Hon. the Provincial Secretary first ordered a Report to be made, about 600 feeble-minded persons have been added to the population of this Province. Enough to fill an Institution. Action six years ago would have saved a lot of hard cash and other things more precious than gold. The production of these feeble-minded children could and should have been prevented by merely taking care of these poor women who cannot take care of themselves, and it is a crime for which we are all responsible that they should have become mothers at all. The scientific and economic study of the feeble-minded has proved beyond any doubt that they are always maintained at the public expense in the end. They never do anything to maintain themselves except under constant care. Left to themselves they are the unemployed, the unemployable, the inmates of the Charitable Institutions, the Hospitals, the Havens, the Workhouses, the Casual Wards, the Refuges, the Shelters, the Homes for the Friendless, the Wayfarers Lodges, the Asylums, the Jails, the Prisons, and the Penitentiaries. Six hundred more feeble-minded—and all for nothing. This is the price.

THE PRICE OF DELAY.

We pay for delay. In the case of these two sisters, the parents begged for help, having done all they could to care for them, saying they feared this very calamity. The Province made no provision for the feeble-minded and the calamity

has come. "This sort of thing must be altered," said an Englishman fifty years ago, when he took his son to the outside wall of the workhouse and showed him the village idiot, chained to that workhouse wall. "This sort of thing must be altered. If it is not done in my lifetime, mind you help do it in yours."

MIND YOU HELP DO IT IN YOURS.

Cruelty has been pretty well ended in Ontario, though still we have instances of cruelty to the feeble-minded, mostly because it is not known that they are feeble-minded. We do not treat the feeble-minded with physical cruelty as a rule. But they are terribly neglected. Reader of this Report, mind you help to do something for them in your life-time. We know they need special Institutions and yet we do not provide them. Our only Institution is over-crowded and has besides a tremendous waiting list, which almost every mail received at Orillia augments.

PREVENTIVE POLICY NEEDED.

And we have done nothing towards protecting Society from the Feeble-minded—though we know that if we did, by providing permanent care for the feeble-minded for one generation—say for thirty years even—there would be such a drop in their numbers that soon we should be practically rid of this terrible problem.

STOP THE SUPPLY.

And yet we go on enlarging and adding to our Institutions to take care of the posterity of the feeble-minded. Prevent the posterity of the feeble-minded. We ought to know to protect and care for the feeble-minded. We do it now but we do it in most extravagant, stupid and absurd way. Ask any intelligent man or woman in Ontario who is on the Board of a Charitable Institution and visits it say three times a year. Ask the Governor of your jail, the Police Magistrate, or the Relief Officer. Ask them "Is feeble-mindedness, or is it not, the source of much of the unemployment, much of the destitution, much of the vice and illegitimacy and prostitution, much of the crime of the country?" And they will say what the Poor Law Commission said, what the Divorce Commission is saying, what the Royal Commission on the Care and Control of the Feeble-minded said. They will say "Yes." With all their knowledge and experience, with the opinion of every expert in the country before them, with time and means to study it out, that is what they all said—Yes. Then why do we not reach the source and stop the supply?

AN INFLUENTIAL DEPUTATION.

For many years deputations to ask the Government to care for the feeble-minded have come annually to the Parliament Buildings, Toronto, but the deputation which appeared there on March 22nd, 1911, was probably the largest of them all.

The delegation was introduced by his Worship Mayor Geary of Toronto, and the speakers included Mrs. Lyle, of Hamilton; Mrs. Archibald M. Huestis, Toronto; Dr. Charteris, Chatham; J. R. McNeillie, Lindsay; Sheriff Cameron, London, and Mr. J. M. Macdonell, K.C., Kingston.

Among the institutions and bodies represented were the Associated Charities, the Infants' Home, the National Council of Women, the Hamilton and West Algoma

Local Councils, the Salvation Army, the Household Economic Association, Travel Clubs, the Culture Club, and various other interested organizations. The Municipal Committee room at the Legislative buildings was crowded with those earnestly desirous of urging immediate action on the Government.

CANADIAN MORAL AND SOCIAL REFORM COUNCIL.

The Moral and Social Reform Council of Canada at its annual meeting held in St. George's Hall, Toronto, September 26th, 1911, adopted a recommendation in regard to the feeble-minded as follows:

A feeble-minded woman is a source of corruption and peril to the community in which she lives. They are constantly propagating their kind, and so spreading alike their own low-grade mentality and the contagion of vice.

Your Executive would, therefore, recommend that the Council take definite and strong action with the view of pressing the Provincial Government to take action without delay in establishing Institutions or adopting such other measures as will meet the needs of the Provinces in this regard.

THE SALVATION ARMY.

The Salvation Army, like all agencies doing similar work, is struggling with the problem of the feeble-minded. The annual report of "Hope Hall," the Salvation Army Rescue Home in Hamilton says in regard to girls who have been ruined: "Whence do they come? The answer comes all too readily to our lips. We have in view the feeble-minded girls whose lack of character is so often taken advantage of by the unscrupulous?"

When Mrs. Bramwell Booth last visited Canada she referred to this problem, especially in her addresses in Massey Hall, Toronto, on October 15th, 1911, and in Hamilton on October 16th. Mrs. Booth was one of the witnesses before the Royal Commission and recommended to them: (1) That every feeble-minded woman should be registered and cared for. (2) That every feeble-minded woman should be made a ward and placed under the care of a guardian—as the wards in Chancery are.

THE HAVEN.

During the year, the Haven, in Toronto, has carried on its good work and helped materially with the care of the feeble-minded in Ontario. Some of the worst cases mentioned in this Report were admitted and cared for there when we would otherwise have been almost helpless in dealing with them. During the year the former superintendent, Miss Brooking, accepted a similar position at the Alexandria Industrial School and was succeeded by Miss Carson. Miss Brooking is successful in the care of the feeble-minded and will doubtless carry on her good work for them in her new sphere. There are always no small number of feeble-minded girls in the Alexandria Industrial School. They are allowed to go out from it. This is not right.

THE INDUSTRIAL REFUGE.

The Industrial Refuge continues its good work and this year there has been a special campaign fund for it and the kindred Institutions under the same Board,

which resulted in adding \$25,000 to their funds and it is hoped that the additional accommodation thus provided for the inmates will render available more room for the feeble-minded girls and women, for whom those who know them best are always begging for admission to the Refuge or some similar place.

There have been the usual attempts on the part of ill-advised friends to take the girls away. All such attempts simply lead to disaster. On account of some changes incident to Institution life, a few feeble-minded girls have been admitted during the year. Miss Rankin's treatment of the feeble-minded girls in the Institution is admirable. What is said of the feeble-minded inmates of the Haven and the Refuge may be said of many Charitable Institutions in the Province. All these have feeble-minded inmates. But they have no power to detain them permanently.

ORGANIZATIONS DISCUSS THE PROBLEM.

Few Medical, Psychological, Philanthropic, Social or Religious organizations meet nowadays without finding the subject of the feeble-minded appearing, bidden or unbidden, on the programme.

THE CHURCH CONGRESS IN ENGLAND.

The Church Congress at Cambridge invited a well-known authority, Dr. G. E. Shuttleworth, to give an address on "The Duty of Society towards its Feeble-Minded Children."

In connection with the Church Congress, held at Stoke-on-Trent, under the chairmanship of the Bishop of Lichfield, a discussion was opened by the Dean of St. Paul's on the "Feeble-Minded and the Way in Which they Should be Treated." In his paper, Dr. Inge remarked that the time would come when both the numbers and the quality of new citizens would be recognized as a public concern. The State of the future would refuse to support masses of degenerate wastrels, who multiplied recklessly. Modern methods of taxation, and the very low death-rate which resulted from improved sanitation and medical science, both made a policy of *laissez faire* impossible. The multiplication of the unfit would have to be stopped if our civilization was to be saved. (Hear, hear.) What were we to do? Two foolish answers might be dismissed at once, viz.: "Train the feeble-minded till they recover," and "Put them all in a lethal chamber." They could not be cured; in a large majority of cases the affliction was associated with malformation of the brain; and no Christian or civilized country would permit them to be destroyed. Industrial colonies were the best places for them. About 2,000 in each colony would make a workable community, and the cost was minimized if this number, or something like it, was taken as the standard. The inmates should be given such work as they could do, and in many cases they would nearly support themselves.

THE BRITISH ASSOCIATION.

At the annual meeting of the British Association in Portsmouth in 1911, a special committee, appointed the previous year, reported on the tests used in the diagnosis of feeble-minded children. Dr. Tredgold, Miss Dendy, Mrs. Burgwin, and others also addressed the Association.

THE MEDICO-PSYCHOLOGICAL ASSOCIATION.

The Medico-Psychological Association has appointed a special committee with the following reference: "To inquire into the propriety of the association framing and tendering to authorities advice on the search for and the definition of mental deficiency which is incompatible with retention in elementary schools, with suggestions for the appropriate treatment of such deficiency, and to consider any other cognate matters. The committee to have power to make inquiries in any direction it may consider to be desirable, and to report to the council, and, if the council approves, to the annual meeting in July, and to co-opt, if it please, other members."

CANADIAN CONFERENCE OF CHARITIES AND CORRECTION.

In the Canadian Conference of Charities and Correction, at Hamilton, the care of the feeble-minded occupied an important place and an address along modern and advanced lines was given by Superintendent Downey of Orillia.

THE CANADIAN PUBLIC HEALTH ASSOCIATION.

At the first annual meeting of the Canadian Public Health Association, at Montreal, one of the officials of this Department was asked to present a paper on the question of the Care and Control of the Feeble-Minded.

THE CONFERENCE ON THE PREVENTION OF DESTITUTION.

During 1911 there was held in London a new and remarkable Conference--a Conference which was a sign of the times. It was the Conference on the Prevention of Destitution. On that noteworthy occasion there were three addresses on the question of the feeble-minded, a question that cannot be omitted and that will not down, whenever questions of grave social significance come up. It is not possible within the proper limits of a Government Report, to make more than a brief reference even to so important matter as this Conference.

ONTARIO REPORTS QUOTED IN LONDON.

But it may be mentioned that the chief speaker on the care of the feeble-minded, Mr. W. H. Dickinson, M.P., quoted from a Report published by this Department. (Second Report on the Feeble-Minded in Ontario, 1907.) Mr. Dickinson, in dealing with the general question said in part:

THE CO-OPERATION OF WOMEN.

The feeble-minded is a person who has come under public notice within a very recent period. Lunatics and idiots have for many years formed part of our recognized social system, and have claimed and obtained their share of attention and even their place on the statute book; but the feeble-minded is only now struggling for his rights. He is hardly yet in sight of the promised land, where, within the limits of his intelligence he may take his share in the work of the world and fulfill the purpose for which he has been created.

The discovery of the feeble-minded by the public is a discovery of the last forty years. It has come about through that revolution in social sentiment which has characterized the last half century and which has led society to recognize at last its responsibilities towards its weakest members. It has been largely due to the entry into municipal work of persons of sympathetic and earnest character, and, in my opinion, it has been especially due to the co-operation of women in that work. With a few exceptions the pioneers of this movement have been women guardians and women educationalists; and, for this simple reason, that in the personal attention that they devoted to the classes under their supervision, they came into actual contact with the evil as it existed and had to set to work to devise a remedy.

SANDLEBRIDGE AND MONYHULL.

Among the other speakers at this Conference was Miss Dendy of Manchester, whose work for and knowledge of the Feeble-Minded is so good and so fruitful, and one of the Poor Law Guardians of Birmingham, Mrs. Vince, who spoke on the Monyhull Colony.

THE FEEBLE-MINDED PAUPER.

It is very well known that a large number of paupers are feeble-minded, and they are paupers because they are feeble-minded. That is the cause of their pauperism. That is why we have to pay for their support in the Poor-house, in the Work-house, or in the House of Industry or the House of Refuge, or by whatever name that Institution is known where persons are cared for at the public expense. We pay the bill. We have, therefore, some right to regulate the accounts, and to consider the best way of preventing the people from making such failures of their lives, if possible. In other words they should have their rights, and we should have ours. They need to work. We all do. The useless and parasitic life is always an unhappy life and a failure.

THE FEEBLE-MINDED CAN WORK AND EARN.

The cost of these people to the community is great. And it is a bad use of the tax-payer's money to use it for the entire support of idle people, who could work and could be taught how to work, and could, under proper protection and supervision earn a good part of their own maintenance.

THE HOUSE OF REFUGE NOT FOR FEEBLE-MINDED.

This is not done in a House of Refuge. The people who go to a House of Refuge are usually past the time when they can be taught and often past the time when they could work. Inmates at a House of Refuge are not classified—it is seldom possible to do so. The time to take hold of the Feeble-Minded is not when they reach the House of Refuge and have done nearly all the harm they are capable of, but when they are in the Public School and have all their lives before them—these poor lives which without the interest and the direction of those who are mentally efficient and have good judgment will inevitably be harmful and useless and lead to the House of Refuge or some worse place.

DANGERS OF THE HOUSE OF REFUGE.

Besides, the Feeble-Minded, and this refers to the Feeble-Minded women especially, cannot be properly protected in a House of Refuge. One of the most revolting cases ever reported to this Department, the details of which are unfit to print, proves this. After this Feeble-Minded woman had been in constant residence in a House of Refuge in Ontario over a year her last child was born and then these revolting details came to light. Experience in England shows how extravagant, stupid, and feckless is the policy of letting Feeble-Minded women go in and out of the Poor-house just as they please, and return year after year to the maternity ward to recruit the army of the Feeble-Minded. They are doing the same thing in Ontario.

DANGER OF DEGENERACY.

When shall we have sense enough to see that it would be "good business" to stop this waste of our money and this pollution of Canadian character. The neglected Feeble-Minded and their children contribute a large degenerate element every year to our Canadian population, that is, to the Canadian National Stock.

A REGISTER REQUIRED.

It would be a step in the right direction to have an accurate and complete register of all Feeble-Minded persons supported in County Houses of Refuge and the place where such persons were born. This register should give not only the name of the individual, but his or her mother's name and the family name of the maternal and the paternal grandmother. This information is of the utmost importance in taking stock of our position as a nation in regard to our Feeble-Minded. We have now comparatively only a few families carrying the taint of Feeble-Mindedness. In the four-fold family name suggested above—father—mother—paternal grandmother—maternal grandmother—probably only one family name carries the taint of Feeble-Mindedness. But even this one step as to getting a register of the Feeble-Minded will shed a flood of light on our position and show us where we are. And we have a right to this information, because we have to pay for the maintenance of this person and we ought to know how many people we have to pay for. These records, of course, would be, as to names and personalities, strictly confidential and accessible only to Government officials in the performance of their duties.

UNFIT FOR CITIZENSHIP.

This reminds us further that it is of but little use to try to keep people who are mentally and physically unfit for citizenship out of the country if we pay no attention to keeping the Canadian national stock fit mentally and physically. It is necessary to refuse entrance to undesirable emigrants, but it is, if possible, more necessary, not to refuse to the Feeble-Minded that protection and care which alone can prevent them from wrecking their own lives and bringing into the world native-born Canadian citizens more Feeble-Minded and unfit in mind and body than they are themselves. What is the use of forbidding the immigration of the mentally and physically defective from abroad if we manufacture them at home?

THE STATE SHOULD CONTROL.

Nor is it sufficient to leave this matter to the overworked, unpaid or under paid, and harassed physician to the House of Refuge who has neither the time nor the training to become an expert in the study of the Feeble-Minded. He is very often not paid at all and to beg this much more of his charity is neither practicable nor possible. Persons who are Feeble-Minded should be under the control of the State, the most should be made of their working powers to maintain them in comfort and the balance, if any, in default of their relatives being able to pay it, should be borne partly by the municipality or municipalities where they and their families have resided and partly by the State.

DETENTION IN WORKHOUSES IN ENGLAND.

The Royal Commission has Statistics showing that in one work-house in England there were 18 Feeble-Minded women and girls who had given birth to 93 illegitimate children, and another in which 16 Feeble-Minded women and girls had given birth to 116 illegitimate children.

STATISTICS IN ONTARIO.

We have not made any systematic attempt to collect statistics in Ontario, except the preliminary work given in the First and Second Reports. Still, even without any systematic effort, statistics have been accumulating in this Department which it is to be feared will one day rival the English figures.

There is one Feeble-Minded woman in the Western part of Ontario who had had at least eight illegitimate children before 1909. Our information about her career was not complete then and is not complete now. These are usually the "Work-house" or "Poor-house" or "House of Refuge" cases.

PERMANENT CONTROL AND DIRECTION.

There is only one thing more objectionable than letting Feeble-Minded persons in as inmates of Poor-houses and that is letting them out. The work-house is not the place for them. They are able to take their places at some branch of industry, more or less skilled and properly organized and so earn from one-half to two-thirds of their living. They can be or rather can be trained to be good laundresses, seamstresses, lacemakers, houseworkers, etc. They can learn to weave. The boys and men can learn farm work, tailoring, shoemaking, carpentering, painting, and other fairly paying and useful occupations. Now none of these are taught or practised at a Poor-house.

PREVENT PAUPERISM IN CANADA.

In fact, Canadians do not want to begin Poor Laws or Poor-houses. There should be homes for the aged and hospitals for the sick and defective mentally or physically. but the rest of us Canadians should live at home and should work. We have good reason to know that the presence of the Feeble-Minded acts against proper discipline in Poor-houses. And then the improper discipline reacts prejudicially on them, and so it has come to pass that a Feeble-Minded maternity

patient has come out of one County House of Refuge in Ontario at least, who was not a maternity patient when she went in.

How often has this happened in Ontario? Feeble-minded persons who become inmates of any House of Refuge or other charitable institution in Ontario should be reported as such at once to this Department and should not be discharged from such charitable institution without the direct authority of this Department.

THE FEEBLE-MINDED CHILD.

The most striking difference between work for the Feeble-Minded in 1910 and 1911 is the greater emphasis laid upon the work for Feeble-Minded children. Formerly it was only a few workers, and those the most advanced, who saw that the Feeble-Minded child should be looked for and permanently cared for.

BEGIN IN THE SCHOOLS.

It is now universally agreed that the place to attack this problem is in childhood and school-life. As soon as the child comes to school his mental capacity reveals itself. Indeed, it cannot be hid. The books, articles and reports about Feeble-Minded now refer very largely to children. This is just the opposite of what it was a few years ago, and probably we owe the change at least partly to the Medical Inspection of Schools. The school doctor is the one who knows what to say about the child. Others may blame or punish, and so wear out both themselves and the child, but the school doctor *knows*, and the difficulty disappears. The doctor knows the Feeble-Minded child and knows what should be done with him or her.

ATTITUDE OF THE TEACHING PROFESSION.

Teachers are now beginning to recognize this fact and are bringing it to the attention of the authorities. At the meeting of the National Education Association of the United States at San Francisco in July 13, 1911, the following resolution was passed.

"Realizing the fact that a large percentage of children, whose physical and mental peculiarities require special methods of education, are still to a great extent outside the scope of the compulsory education laws, and that the presence of the exceptional child in our modern civilization constitutes a problem of the greatest import, it is the sense of this association that the compulsory education laws of States and communities should be so amended, developed and extended that they shall apply to all children of school age, without exception, and provide for their training; further, that the laws should recognize the difference between the chronological age of a child and his maturity, and that the school age limit of each individual child should be determined by requiring the child to meet physical and mental tests, even though the child be in years above the age standard; in other words, a child's actual age should be determined by physio-psychological data corresponding to the normal standard for the age limit required by law. All children or persons failing to meet such maturity test at the extreme school age limit should remain under public supervision and control, either until they reach maturity or permanently.

"The same principle should be the guide in determining whether a child is fit to be employed in any occupation. Not when a child is fourteen or sixteen years

of age, but when he possesses the maturity of body and mind proper to a normal child of that age should he be released from the guardianship of the State or the community. Child labor laws should be so modified as to meet this requirement."

This is probably the first time that a teaching body of such great numbers and importance has declared itself in favor of permanent care for those who will always be children, i.e., the Feeble-Minded.

RETARDATION.

Retardation, during the last two years, has been somewhat carefully studied in American schools. It was found in an investigation in the schools of New York City that of every 100 retarded pupils, 30 were retarded on account of late entrance and 13 were retarded on account of late entrance and slow progress and 57 were retarded on account of slow progress alone.

NORMAL BUT SLOW.

The large majority of these are normal but slow children, or those who, on account of foreign birth or poor health or not entering school early enough, cannot at present keep up with children of their own age. But all these causes have an appropriate remedy. The child who enters school late will "catch up"; the one who has been absent through ill-health can attend regularly when he is better. Adenoids, enlarged tonsils, tuberculosis, malnutrition, poor sight, poor hearing, poor teeth—all these may be partly or wholly cured or removed.

ABNORMAL—NOT SLOW.

But the mentally defective child, though he can improve, cannot become mentally normal. He remains always mentally defective. That is, he remains always mentally a child. His body grows up to adult size and stature, but his mind does not.

THE HIGH-GRADE FEEBLE-MINDED.

Though the days of his life may be three-score years and ten (but more often not so many), though his body may be six feet tall and broad and strong and heavy in proportion, though he may do more or less useful work, though he may do a great deal of harm, though he may have children, his mind remains the mind of a normal child of twelve years possibly, if he belongs to the highest grade (and most dangerous grade) of mental defectives.

THE IMBECILE.

On the other hand, his mind may, at its best, and with the very best chance of education by expert teachers, remain only the mind of a normal child of six or seven years. That is, he is an imbecile.

THE IDIOT.

Last of all, he may be unable to even guard himself from common physical danger. He cannot manage to learn about fire and flame. He literally does not

know enough to come in out of the rain. His mind is the mind of a normal child of two years. Of course the idiot and imbecile often do not come to the school-room, though they sometimes do.

THE FEEBLE-MINDED IN SCHOOL.

But many of the high-grade defectives are in our school-rooms. They form probably about one-half of one per cent. (one in 200) of our school population. And the interests of the fit, honest, able-bodied and mentally-effective citizen urgently require that these cases should be discovered at least at school age. Our school registration should be complete and accurate, and compulsory education should be a fact and not a name. We need a school census.

INSTITUTION CASES.

Institution cases should be placed in Institutions as soon as possible, for their own sakes, for the sake of the families, and above all for the sake of the community and the nation.

WHAT THEY DO NOW.

They should not be allowed, as we allow them now, to go on replenishing the earth with mentally defective citizens for the other citizens to support and pay for, work for and take care of, to fill our County Poor Houses, Houses of Industry, Houses of Refuge, Casual Wards, Charitable Institutions, Havens, Homes for the Friendless, Infants' Homes, Maternity Homes, Children's and Society Homes, Girls' Homes, Boys' Homes, Orphans' Homes, Industrial Schools, Alcoholic Retreats, Reformatories, Hospitals, Asylums, Jails, Prisons, Penitentiaries. Every man or woman who helps by taxes or by private contributions to support such Institutions helps to support the Feeble-Minded.

THE GOLDEN RULE AND COMMON SENSE.

The Teacher, the Scientist, the Physician, the Political Economist, the Statesman, the *homo sapiens*, the citizen who thinks, the taxpayer who pays the taxes, the Christian, all say—"As ye would that men should do unto you, do you also to them."

THE CITIZEN'S SUMMARY.

In other words, "I know that the great and primary cause of Feeble-Mindedness is a Feeble-Minded mother or father, or both. I would not want to be born Feeble-minded. We taxpayers should not have to support more Feeble-Minded persons than we can help. I should help to prevent the Feeble-Minded of this generation making dreadful failures of their lives, becoming prostitutes, criminals and the like. I should prevent the Feeble-Minded having children. The only sensible way to do this is to move the State and the Municipality to take permanent care of them in colonies and institutions. Then my children and other Canadians will have few or no Feeble-Minded to care for when they pay the taxes of the next generation. And the Canadian National Stock will not degenerate by such an admixture as in England of 150,000 Feeble-Minded persons."

NOT THE SLOW AND BACKWARD.

Let it be well and clearly known that we are not including in the Feeble-Minded those children or grown persons who are called slow, backward, stupid, dunces (these last two names are unsuitable). Book-learning is not as important as we think it is. A child may learn arithmetic, reading and writing with great difficulty and yet may be quick, resourceful, industrious and independent on the playground and at home, as well as in after life. He may have common sense, which is a higher type of knowledge than the three R's. He may have initiative. He may be able to take care of himself. He may make a success of life, though he was not a special success in the schoolroom.

THE FEEBLE-MINDED NEED PERMANENT CARE.

We are talking of those who will always be helpless dependents on others, who are incapable of "competing on equal terms with their normal fellows, or of managing themselves or their affairs with ordinary prudence." In a word, we are speaking of those who cannot make a success of life on account of their mental defect, and of citizens who should be cared for during life. The Feeble-Minded are the only group of citizens that should be cared for during life. The Hospital patient needs his bed there only while he is ill. The asylum patient needs his bed there only when he is insane. The normal orphan should be made a member of some other home. The criminal is not imprisoned until his guilt is proved, and he should go back to the world as soon as he is a safe citizen, but not before. But the mentally defective cannot manage in the world outside. They need the permanent care and strength of an institution where they are fitted into a place that they can fill well and given useful work that they can do, and are kept from harm and temptation, and prevented from inflicting children worse than themselves on this long-suffering Anglo-Saxon community. That is the only place for them, and if we do not put them in Institutions they will put themselves there sooner or later. It is much cheaper and better every way to find out in our National Schools who these present and future Feeble-Minded are, for we know that this can be done with no mistake (See previous Reports), and take care of them before they have committed their crimes, contaminated their communities, cost thousands of dollars, lost their little capacity for work and usefulness, and contributed greatly to that degeneracy of Canadian National Stock which will as surely overtake us as it has overtaken other countries, if we do not prevent it.

We are not lifting a finger to prevent it. That is the way to make sure that it will happen to us. All we need to do is to sit still.

THE BEST POLICY FOR THE NATION.

This is not an argument for spending money, strength, time and skill on a child who can never be made enough of a man or enough of a woman to repay that time, money, strength and skill. All children are equally the children of the State. The mentally-effective child is the child of the State. The State must do the best for them all. And THIS is the great argument for caring for the Feeble-Minded—that it is the best policy for the Nation. It is well that it happens to be the best policy for the Feeble-Minded too. And it is the cheapest policy—and the most humane. But the last three arguments are as nothing to the first. It is the best policy for the Nation.

CRUELTY *vs.* KINDNESS.

It has taken us a long time to learn that it is extravagance, not economy—cruelty, not kindness—insanity, not wisdom—to give the Feeble-Minded their liberty in order that they may make us PAY, PAY, PAY, for their food, their shelter, their clothes, their folly, their crimes, their children. Now that we *have* learned that, in Heaven's name let us, while we have the chance, put that knowledge to use and prevent payments falling due on us and on our children.

MEDICAL INSPECTION IN SCHOOLS.

One of the most striking results of Medical Inspection of Schools has been to bring to light the fact that there are mentally defective children in our Public Schools. As soon as the doctor finds the mentally defective child, the school authority who has sent the doctor into the school is bound to meet this problem and find a solution for it. That solution so far has been the special class and the special school.

BETTER CLASSIFICATION.

So far as the Public School is concerned, it is evident that better classification of our scholars is urgently required. There are those who need what are called in Germany "Auxiliary Classes." For some reason—e.g., long-continued absence, delicacy, foreign birth and parentage, physical disability, whether of the back (Potts' Disease or tuberculosis of the spine) or of the limbs (infantile paralysis, etc.), or of the special senses of sight and hearing—they need special teaching and consideration, and they should have it. Then there are those who are very slow in brain action, very backward and not apt at all at book-learning.

THE SPECIAL CLASSES.

Finally there are those who are really mentally defective—those whom no nutrition, care or training ever make normal. All the others can, if they will, make a success of life. The really mentally defective cannot. They have not the power and nothing can give it to them. What shall be done with them in the Public Schools? The best answer to this question is the establishment of a Special Class. But it had better be said here at once that unless permanent care is to be provided by the Government and the municipalities as part of the scheme for those requiring it, the Special Class had better not be established.

THE FUNCTION OF THE SPECIAL CLASSES.

The real function of the special school is that of a clearing-house. It gives us an opportunity, while helping the mentally-defective children, to study them thoroughly, to observe them and know what ought to be done for them.

In England the age limit for special classes is sixteen years. Special classes cost a lot of money, about three or four times as much as an ordinary class. What has that money been spent for? To improve Feeble-Minded boys and girls so that they are more likely to marry when they are dismissed from school, or at any rate to become parents!

THE WORST THING THAT COULD HAPPEN.

From the point of view of National Welfare, which National Education is supposed to promote, this is the worst thing that could possibly happen to them and to us. Special Schools really increase the evil they are established to cure. To quote the words of the *Medical Officer*, a chief authority on Public Health and National Welfare, in commenting on the Presidential Address of Dr. Willoughby, President of the Society of Medical Officers of Health, "He deplored that one of the unfortunate results of improving a feeble-minded child, whether physically or intellectually, was often to bring it to just such a state that it could merge, imperfectly developed, into the marriage market, with disastrous results for another generation. The gravity of the position is one which cannot be ignored, and we find ourselves in cordial agreement with Dr. Willoughby when he says that the sooner the Government adopts these feeble-minded people altogether and directs their career the better will it be for the public health of the country." The Special Class is certainly an indispensable part of any scheme for the care and control of the Feeble-Minded, but it is only one part of such a scheme, and taken by itself it is about as useful as the work of a laundress who puts the soiled clothes to soak but never washes them, never wrings them out, never hangs them out to dry, never irons them, but just leaves them to soak.

THE SPECIAL CLASS USEFUL.

The Special Class, as such, was also necessary to increase our knowledge of the problem of the Feeble-Minded. But now that Special Classes and their results have been given a fair and good trial, now that we have a large amount of information on how to establish and conduct Special Classes, and know that we can prove that mentally-defective children can be improved and made happier by Special Classes, but cannot be made able to be citizens, we are in a position to agree with Dr. Frank Robinson, Medical Officer of Health of Cambridgeshire, when he says:

"Great care must therefore be exercised in the selection of children who may be expected to derive real benefit from special education provided by this means, and unless the future care and employment of the children can be guaranteed, the expenditure involved cannot be regarded as justifiable."

SPECIAL CLASSES IN ENGLAND.

It is now twenty years since the London School Board decided to establish Special Schools, and almost twenty years since, in March, 1892, the Leicester School Board opened the first Special Class. The Act of 1893 (revised in 1903) followed, which insisted on better provision for the education of defective children, and clearly defined the kind of children suitable for instruction in the special schools—as those children who "not being imbeciles, and not merely dull and backward, are defective, that is to say, they, by reason of mental or physical defect, are incapable of receiving proper benefit from the instruction in the ordinary public elementary schools; but are not incapable—by reason of such defect—of receiving benefit in special classes or schools." Instructions were also issued to Inspectors in 1905 as follows: "Any child of seven years of age, who makes no progress in reading, writing or number, and any child whose attainments are more than two years behind those of the average child of that age, is *prima facie* a case for special schools." Also "children who exhibit unusual peculiarities of temperament and moral per-

ception, or are deficient in energy, will power, self-control, memory, or the sense of discipline and response, probably require special treatment, which cannot be given in the schools for ordinary children."

The Act of 1899 permitted Boards of Education to establish Special Schools.

THIRTEEN YEARS' EXPERIENCE.

The Elementary Education (Defective and Epileptic Children) Act of 1899 has now been in operation almost thirteen years, and so we may be able to have some idea of how far it solves the problem of caring for the Feeble-Minded. As pointed out by Mrs. Hume Pinsent and others (Conference of the National Special Schools Union), the Act, no doubt, was of some use, as representing the best legislation at the time.

LIMITATIONS OF THE ACT.

A system of National Schools should provide education for all the children of the Nation. The above Act expressly limits this in two directions, as Mrs. Pinsent points out.

(1) Children who are imbecile are excluded from Special Classes.

(2) Children who are merely dull and backward are also excluded from Special Classes.

Yet it is important to remember that all imbeciles and many idiots are trainable and can learn to do something useful—if it is only picking stones—and all are improvable.

THE ACT OUT OF DATE.

It would seem that those who framed the Act of 1899 expected that mentally defective children could be so improved by training that they might then return to the ordinary classes with normal children. A few children are so returned. It is easy to see that either the children were not mentally-defective at all, but only dull and backward, or else they *were mentally-defective* and should not be replaced in the ordinary class. Mentally-defective children cannot be made normal.

The Act calls for—

(1) Not more than 15 in a class.

(2) Specially-qualified teachers.

(3) Double floor space for each pupil, as compared with the ordinary class.

Each of these adds to the expense of the Special Class, and so, though the Government grant is large, the additional cost to each school authority is almost three times as much as for a child in an ordinary class.

Only one-fifth of the mentally-defective children in England and Wales are in special classes.

THE SPECIAL CLASS CURRICULUM.

Finally, the Special Classes have been trying to teach the wrong things. A few Feeble-Minded, and only a few, can learn to read well enough to give themselves pleasure. Very few can learn enough arithmetic to be of any use. If, then, very few can get any pleasure or profit out of the three R's, why teach them except to the few? The Special Schools should be more like technical or trade schools—should find out what the mentally-defective can do and encourage them to do it.

HISTORY OF SPECIAL CLASSES.

Of the 45,000 mentally-defective children in England and Wales, only 10,253 are on the registers of the Special Classes and the Special Schools. The Act, being only permissive, has not been by any means universally adopted.

Elementary Education (Defective and Epileptic Children) Act, 1899.

In 1902 it was adopted by 47 Education Authorities.

In 1906 it was adopted by 78 Education Authorities.

In 1910 it was adopted by 142 Education Authorities.

The total number of Education Authorities in England and Wales is 322. However, in the case of 40 of these schools, two or more authorities contribute to them and send pupils.

The total cost of educating such children in Special Classes in day schools is about £10 to £12 per annum, about three times the cost of educating normal children in the regular classes, and in Residential Schools the cost is from £25 to £35 per annum.

Sir George Newman, M.D., Chief Medical Officer to the Board of Education, states in his Annual Report that four things are mainly needed in dealing properly with this matter:

(1) More accurate and useful *classification*, including the differentiation of the educable from the ineducable, and the appropriate grouping of the children according to the nature of the education from which they may be expected to profit;

(2) A more practical, manual, and industrial *training*, adapted not only to the degree of mental defect, but also to the age, sex and physical capacity and requirements of the child;

(3) More effective and vigilant *after-care*, which shall not consist merely in the collection of statistics, but shall include the careful following up of all cases, rendering assistance in obtaining occupation, promoting the welfare of, and maintaining a connection and interest with, the children who have left school by means of societies, clubs and other friendly associations, with a view to continuing educational influences and preventing degeneration; and

(4) Power to establish and assist residential institutions or colonies for providing *custodial care* for all ineducable feeble-minded children, and such educable feeble-minded children as may require it, including power to provide for such detention as may prove necessary.

The Special Class gives great relief to the regular classes in a school system by removing from the ordinary classroom those who are a continual source of worry, anxiety and overwork to the teacher, who act as a drag on the other children, and who are themselves unhappy and distressed because they cannot get on and are altogether out of place.

SUGGESTIONS FOR A SPECIAL CLASS ROOM.

We are frequently asked the question, 'What kind of a room should be provided for the Special Class in the Public Schools, and how should it be equipped?'

In answering this question it should be remembered that the children who make up a Special Class are peculiar and exceptional children; that the ordinary methods of school are not applicable to them, and that the teacher of these children,

being a specialist in her line, must have the equipment which shall enable her, first of all, to make her group happy; secondly, to keep them well occupied, and, thirdly, to train along the line which they can follow.

If the specifications here given seem ideal, it should be remembered that the conditions ought to be ideal for a group of this sort. Of course, it will often be necessary to modify these somewhat to fit the circumstances and conditions existing in the school. But with the ideal before us, the modifications can be made more easily than without it.

First of all, the room should be large, light and airy. These children are often physically, as well as mentally, defective, and every convenience and condition which is conducive to their improvement in health should be complied with.

The plan is for a room for fifteen children. This is more than should be put in one class. Ten would be better. But inasmuch as it is often found necessary to put in as many as fifteen, we have put our estimate on that basis.

A room thirty by forty feet, with a south and east or a south and west exposure would be the most desirable. If possible, windows should reach the floor and swing, so as to make possible an open-air room in all suitable weather.

The walls should be of a neutral tint, such as light buff or green.

Instead of the usual school desks, the room should be fitted with tables and chairs which can be pushed aside to clear the floor for play or exercise. Since the children that are placed in a Special Class are graded by mentality rather than by chronological age or physical height, the tables and chairs should be of varying sizes to fit the different children. Strong, well-made chairs are desirable. They should be of approximately the following heights, three of each: 12 inches, 13½ inches, 15 inches, 16½ inches and eighteen inches. Kindergarten chairs will fit the two smaller sizes; large chairs can be cut down for the medium ones. There should be three each of the following size tables: 22 inches high, 26 x 18 inches top; 24 inches high, 30 x 20 inches top; 26 inches high, 34 x 22 inches top; 28 inches high, 38 x 24 inches top; 30 inches high, 42 x 26 inches top. These may be supplied with rubber tips on the legs if desired. These should be very simply made—plain board top with a batten across each end into which the legs should fit. There should be no boxing, because this would interfere with the arranging of the tables when they are put away. If they are made of the dimensions specified, they may be “nested,” the five being placed together, occupying only the space of one, so that the whole fifteen, when not in use, may be put away on one side of the room, occupying only the space of three tables, the smaller ones fitting under the larger ones. The tops should be finished plain, without varnish, as that looks badly when cut or scratched, and the tables should be usable for all sorts of work.

There should be eight work benches of suitable form for the woodworking that is to be done by the children. These should be single work benches, adjustable, and small enough so that they will arrange along the sides of the room where the windows are placed so as to have good light at work.

Around the other two sides of the room should be cases for storing work and materials, 18 inches deep and 4 feet high, with sliding doors. The tops would thus serve for ornaments or exhibiting work, or for plants or anything of that sort which is convenient.

The space between the windows should be filled with blackboards which come down low enough for the smallest children, but also high enough for the teacher's use. Of course, necessary tools for all sorts of work should be provided as desired by the teacher, also material such as lumber, paper, reed and raphia, cloth, yarn, etc., inks, brushes, varnishes, stains, etc.

Adjoining this room there should be a bathroom with a shower bath at least, if not a tub, and also a cloak room. This bathroom might also be made suitable to do laundry work and possibly also what kitchen work may be needed, either for training the children in domestic science or for preparing their own luncheons. If preferred, this kitchen work may be done in the main school room, where there should also be dishes and everything necessary for setting a table. These can be used both for the educational work and for lunches for the children.

There may also be had the equipment for the various other rooms in a home, such as a bed with bedding and other articles of furnishing. If desired, a folding screen may be used, about six feet high, which shall screen off a portion of the main room, thereby making it on occasions either a bedroom, a dining-room, a sitting-room, or whatever room the teacher desires to use in her instruction in household work.

Such books as are necessary may be kept in or on the cupboards, and the tables and chairs will be all that will be needed when anything in the line of book work is going on. A few pieces of gymnastic apparatus, such as a horse, a jumping bar and the like, may be easily kept in the corners of the room; also a gymnasium mat may be utilized to the great joy and advantage of the children.

Some, of course, will prefer to have separate rooms for these different things, carrying on more or less departmental work with such a group. However, it must not be forgotten that these children come from homes that are of the simplest sort, and it is probably not desirable to set before them the ideals of room and space to which they can never attain; so that it is not altogether a disadvantage to have everything in one room, and to make that room now a schoolroom, now a laundry, now a bedroom, and so on.

We make no attempt to suggest details of the things that should be done, because that will depend largely upon circumstances and upon the training of the teacher. If the latter is well trained, she knows better than anyone else what she should have, and her demands should be acceded to as far as possible.

It goes without saying that the children should not spend all of their time in this room or these rooms. There should be an ample playground, and much time should be spent there. It should not be counted as the recess in the usual acceptance of the term, but just as much a part of their training as anything else for them to run and romp and play in the open air during school hours.

With a Special Class in such a room and with the kind of work which such a room implies, there will never be any objection from parents to having their child placed in the Special Class. Indeed, the result will be, as it has already proved in many cases, that parents will ask to have their children removed to this sort of class, and thus will be solved one of the problems which always confronts superintendents and Boards of Education when they contemplate establishing a class for backward pupils."—*The Training School*.

THE EDUCATION OF FEEBLE-MINDED CHILDREN.

Seven or eight years of age is usually early enough for the school life of a child to begin. This applies to the Feeble-Minded, as well as to normal children. The only exception in either case is the unhappy one that when the home surroundings are so bad that the child is better and safer at school; then, perhaps, the child ought to be allowed to attend school at five years of age. It is to be remembered, however, that many cases of Feeble-Mindedness cannot be accurately diagnosed till they are eight years of age or older.

The age of the child when he began to walk and talk is a help in the matter of diagnosis. Infinite patience and great teaching are necessary in dealing with the Feeble-Minded child. The normal baby will get on its feet as soon as it is ready and should not be hurried, but the Feeble-Minded must be taught to walk—must be taught to do everything.

THEY CANNOT LEARN AT HOME.

It is of the utmost importance that they should learn to wash, dress and feed themselves. This is almost never learned at home. Ask the poor mother of a Feeble-Minded child if he can put on his own clothes at all, and the almost invariable answer is "No." Not that the child cannot learn. He can. Give him a gigantic upper of a boot with big eyelets you can put your little finger through, and a big lace with a point on, and he will learn to lace it up. But it is such a task to teach the child that the mother thinks (wrongly) it cannot be done. It can. And it does the child a great deal of good.

Manual work of every kind is the important thing to be taught in a Special Class. Reading may be a source of pleasure if the child can learn to read fluently. If not, it should be omitted. Number work only and simple calculation should be taught to those who can learn it.

RESULTS OF SPECIAL CLASSES IN BIRMINGHAM.

In Birmingham, where Special Classes have been carried on for over ten years, a great service has been done to the whole movement by Mrs. Hume Pincent, Dr. Potts, Dr. Auden and the members of the After Care Committees. They have kept account of 650 cases of children who were in the Special Schools and have been at work since. Some of them have been at work for more than ten years. (Dr. Potts.) *Only eight of the 650 who are over twenty years of age are doing any remunerative work at all. Only three out of the 650 earn 15 shillings a week. Only 21 out of the 650 earn as much as 10 shillings per week.* In other words: Do your best for the Feeble-Minded—and even then they cannot really begin to care for themselves.

The most recent Report of the Birmingham After Care Committee gives a record of 763 cases since 1901. Of these, 173 are at remunerative work—average weekly wage 7s. 3d.—and 210 are lost sight of.

It is to be observed, however, that there are more mentally-defective employed just after leaving school than at any other time. The older they get, the harder it is to get work for them, and so they swell the great army of the unemployable. In the Institution where the work is organized and put to good use it is different.

SHEFFIELD.

Enquiries have been made as to the condition of 24 pupils who have left the Special Classes in Sheffield for the mentally defective. Only 9 of them are able to earn anything:—

15s.	per week	are earned	by one.
6s.	"	"	two.
5s.	"	"	one.
4s.	"	"	two.
3s.	"	"	two.
2s.	"	"	one.

SPECIAL CLASSES IN TORONTO.

The Board of Education in Toronto, which was the first in Canada to establish special classes for mentally-defective children, has now some forty children in four classes held in four different schools. Two teachers have charge of this work and conduct two classes each, in the morning at one school and in the afternoon at another. The parents of these children usually feel that a great deal has been done for their children in these Special Classes. In December, 1911, it was stated that the Board would request the Government to take charge of these cases, as they were really cases for Institution care.

Some educational authorities in Canada are in favour of establishing Special Classes in connection with Normal training-schools for teachers, and there is a growing disposition on the part of the general public to consider the case of the physically or mentally defective boy or girl and give him or her a chance.

FORT WILLIAM.

In September, 1911, the Supervising Principal of the Public Schools of Fort William, having noticed some pupils in the same grade year after year, recommended to the Board of Education a Special Class as an experiment. As in other places it was found that fifteen pupils, which is the maximum number to have in a special class, appeared at once. Some of them simply needed stimulus—they are lazy. Some need more time and patience than the ordinary class teacher can give—they are abnormally slow and so get behind. Some have been away from school and are too old and too large to put into the Sr. I. They will soon “catch up” with individual attention. But some are certainly sub-normal mentally and then the Special Class is the greatest boon of all.

HAMILTON.

Hamilton, in September, 1911, also established a Special Class, which opened with eight pupils at one school in the morning and four pupils at another school in the afternoon. Some of these pupils were apparently not really defective mentally but suffered from severe deafness or some defect in speech, or other disability. Others were no doubt feeble-minded.

There have thus been three cities already in Ontario to take advantage of the Act regarding Special Classes passed by the Legislature in 1911. It is hoped that the grant therein contemplated and other direction and assistance from the Education Department of Ontario may soon result in the establishment of other Special Classes.

CANADIANS TEACHING SPECIAL CLASSES.

It should also be mentioned that several teachers from Ontario are teachers of Special Classes in New York, and probably in other cities of the United States. This is another proof of Canadian interest in the case of the Feeble-Minded from an educational point of view.

THE CHILDREN'S AID SOCIETY.

The position taken by the Children's Aid Societies in Ontario and by Mr. J. J. Kelso, Superintendent of Neglected and Dependent Children for Ontario, is

that the Children's Aid Society cannot take charge of Feeble-Minded children. Inasmuch as the work of the Society consists largely in finding foster homes for these children, this attitude is a right one and the only right one for the Society to take.

FEEBLE-MINDED CHILDREN SHOULD NOT BE ADOPTED.

It would be a wicked thing to receive from a good family home an application for a child for adoption and abuse the confidence of the foster-parents by placing in that home a child destined to disappoint all their hopes and to harm the other children in that home and community. We must be honest. And the more people trust us the more careful we need to be.

BE CAREFUL.

The fact that we now know more about the Feeble-Minded child means that we must be a great deal more careful about giving out children for adoption. The day is gone by when institutions or societies or individuals can properly give out children for adoption and conceal the family history of these children. Every effort must be made to find out that history, in order to protect the foster-home and to protect the community.

THE LABORATORY A GREAT HELP.

This is a great service that has been done to the world by such institutions as the Training-School of the Feeble-Minded at Vineland, where Superintendent Johnstone, who does his best for all the Feeble-Minded under his care and makes them happy, is no less interested in the question of preventing Feeble-Mindedness. So the laboratory at Vineland under Dr. H. H. Goddard has studied scientifically every inmate.

THE FIELD WORKERS.

The field workers have gone up and down New Jersey and other States, searched records of every sort, interviewed the oldest inhabitants, examined the registers of births, marriages and deaths, searched the tax collectors' books, parish registers, municipal registers, voters' lists, read the books of the County Poor-Houses, even gone over the inscriptions on grave stones to find out family histories for several generations.

WE KNOW THE DANGER.

And so we now *know*, not think, or suppose, that there is a great risk in adopting a child where there is a taint of Feeble-Mindedness in the family tree.

Here is an example given by Dr. Goddard:

AN ATTRACTIVE FEEBLE-MINDED GIRL.

See Emma W. waiting on the table at Vineland. No one but an expert (or some one who has known her for some time as well as a teacher does a pupil in her class) would ever dream that the girl was Feeble-Minded. She was twenty-two years old last February. Her mental age is 10 years. She cannot count 8

plates to set on the table unless she knows each person and can say, one for Mr. N. and one for Mrs. N., one for Miss B., etc., etc. The first piece of information that Dr. Goddard got about that girl was this: "A half-brother and sister are placed out in good families." Here, now, is the genealogical tree of the family, going back to the fifth generation. This girl has seven half brothers and sisters, every one Feeble-Minded.

PLACED OUT IN GOOD HOMES.

Their parents were Feeble-Minded, the grandparents were Feeble-Minded, and so were two great-grandfathers and two great-great-grandfathers. And now what of the "Half-brother and sister placed out in good families." Feeble-mindedness is rarely evident before the age of five, often not till three or four years later. No one but an expert possibly could detect it then. That boy or girl grew up in the "good families," and, at the best, some one falls in love and marries him or her; or, at the worst—it happens every day—there are children, but no marriage, no home. Then begins the tale of shame, and the poor Feeble-Minded mother, truly more sinned against by us than sinning herself, takes refuge in the Home of the Sheltering Arms, or some such Institution. The Infants' Home, the Maternity Hospital, the Haven, the Magdalen Asylum know her only too well. And we have records—fresh records—obtained in this year of grace 1911 of Feeble-Minded women in Ontario having eight and nine children, all illegitimate and all Feeble-Minded. Truly a substantial contribution to the 150,000 that we are coming to if we do not, with all the experience of England and America to learn from, take the obvious and well-proved means, not impossible means at all, to prevent such a calamity.

Feeble-Mindedness Hereditary.

There is no escape from the taint of Feeble-Mindedness. If it is there it descends. Do men gather grapes of thorns or figs of thistles? Until they do, we need not expect that mental degeneracy will not descend in the direct line.

CHILDREN'S COURTS AND THE MENTALLY DEFECTIVE CHILD.

The police-court is not a place for any child, and the movement to establish Children's Courts in Canada was early compared with some other countries and commended itself to Canadians from the first. We need to go a step farther with our Children's Courts. Each child that comes before the Commissioner or Judge of a Juvenile Court has to be studied individually. This is indispensable to the success of the Court's work. And it has led to the discovery that there are some children brought before Children's Courts who are mentally defective.

WHAT THE JUDGE OF THE JUVENILE COURT NEEDS.

There are several cities now where every child coming before the Juvenile Court is examined by an expert and a record and report of the mental efficiency or deficiency of that child is made for the use of the Commission or Judge. Dr. George Auden, in Birmingham, Dr. M. G. Schlapp, in New York, and Dr. William Healy, in Chicago, are all engaged in this work. Philadelphia and Boston have a similar plan in operation. Dr. Healy's work is at present supported by

private philanthropy, but it is already regarded as indispensable, and on account of its unique value will undoubtedly be officially established by the authorities.

Dr. Schlapp works in connection with the New York Society for the Prevention of Cruelty to Children, and Dr. Auden, in Birmingham, has been officially appointed by the authorities of the Court, and of the City.

A MODERN PLAN.

As to the number of children brought up in a Children's Court who are really mentally defective, the work mentioned above is so new that we must wait until a series of 1,000 consecutive cases or more have been recorded and studied. It is practically a new feature for 1911 of the work of Children's Courts. It will probably be found that from one third to one half of the children sent to the children's courts are subnormal mentally.

WE MUST NOT FALL BEHIND.

Canada cannot afford to be more than a year behind Great Britain and the United States, and it is hoped that in all cities where there is a Children's Court there will soon be an expert to advise the Judge as to whether or not the explanation of the acts of a boy of 15 years is that while his chronological age is 15 years his mental age is only 5 and he acts accordingly.

NO PLACE FOR THE FEEBLE-MINDED.

We are thus driven again to the conclusion that the community should and must, for its own sake, take permanent care and control of the Feeble-Minded. The Judge of the Juvenile Court asks almost every day: "What can I do with this child?" There is no place to send him. The jail is no place for him, and I have no other place to send him."

GOOD ADVICE FROM THE EXPERT.

Dr. Fernald's words, given below, come true in every community. Taking his advice would have saved us all the money spent for certain murder trials in Ontario.

THE JUDGE'S OPINION.

Of one of these Murder trials the Judge said: "The details of the tragedy were the most revolting that I ever listened to—the history of the case showed that he was terribly debased both morally and mentally. The oversight and control of all feeble-minded persons who break the laws or become a charge upon the public—such a provision has of late years by many striking examples disclosed in the criminal courts been shown to be a public necessity."

DR. FERNALD SAYS:

"Every imbecile, especially the high-grade imbecile, is a potential criminal, needing only the proper environment and opportunities for the development and expression of his criminal tendencies. The life history of the case put under permanent protection and training at an early age is very different from that of the cases which grow up at large in a modern urban community. Nearly all of

the cases trained from childhood or youth may be taught habits of industry and comparatively good behaviour, and a large proportion of them settle down to a condition of inhibition of the anti-social traits, and indeed to a condition of ostentatious pride in the virtues which they unwillingly practice."

SAVING MONEY.

It is estimated by a competent authority (quoted by W. Trant in the *University Magazine*) that the cost of saving a child is only 5 per cent. of the cost of punishing a criminal. Saving a Feeble-Minded child will probably yield a larger profit still. And in English law, since the time of Lord Eldon (*Wellesley v. Wellesley*, 2 Russ, I.; 2 Bligh N.S. 124) the principle that the Crown is the ultimate parent of the child or *parens patriae*, has been recognized. Surely it is time that this principle of English law was applied to the Feeble-Minded, neglected child.

NOVA SCOTIA.

The Superintendent of Education for Nova Scotia, Dr. A. H. MacKay, mentions in his Annual Report for the year ending July 31, 1910, and issued in 1911, that the teachers of that Province have reported at least 153 Feeble-Minded children in the schools.

On April 1st. 1911, the *Halifax Herald* published the following circular, addressed by Supervisor MacKay to the teachers of the Public Schools in Halifax:

1. How many pupils have you who are so defective mentally that they receive little or no benefit from the teaching best suited to the majority, and who at the same time are very troublesome, seriously hindering the regular work?

2. How many defectives have you who cannot profit to any considerable extent by your teaching, but who cause little or no trouble?

3. Do you know of any defectives in your district of school age suitable for your grade, who are not attending school? To which of the above classes do they belong?

4. In regard to such defectives, have you any suggestion to make as to what mode of treatment would best serve to make them useful to society or at least self-supporting?

The answers from the schools showed the following figures:—

Acadian	4
Alexandra	7
Bloomfield	1
Chebucto	2
College Street	14
Joseph Howe	13
Morris	6
Protestant Orphanage	2
Richmond	18
St. Mary's	2
St. Patrick's Boys	6
St. Patrick's Girls	5
Tower Road	6
Young Street	5

THE OTHER PROVINCES.

Letters are not infrequently received by this Department from other Provinces of Canada, and sometimes from parents who are well-to-do and able to provide financially for the Feeble-Minded son or daughter for whom they beg admittance to the Institution which they often suppose we have already established in Ontario. We can only send them the same answer, disappointing to them, that we have not yet got our Institution.

GREAT BRITAIN.

SCOTLAND.

The only Association providing for the care of the Feeble-Minded in Scotland is the Glasgow Association for the Care of Feeble-Minded Children, which began its work five years ago by providing a small residential school for the care of young girls who are Feeble-Minded. Their numbers have now increased to 46, and although practically all the inmates are paid for at the rate of eight shillings a week, there is a large waiting list, and the directors are constantly being requested to arrange for the admission of Feeble-Minded boys, for whom at present there is no such provision.

PRIVATE EFFORTS.

Though it is perfectly plain that private efforts, such as this, are only "a drop in the bucket," as it were, there can be no question of their great usefulness. In the first place, they save some 46 Feeble-Minded girls, who, if at large, would probably mean 100 or more added to the number of Feeble-Minded in the next generation, and a great deal of expense, harm and crime is saved to the country by keeping 46 safe, earning at least part of their living, and happy. In the second place, such institutions are doing pioneer work. Such residential schools have proved—

- (1) That the Feeble-Minded can be cared for at a moderate cost.
- (2) That under competent supervision the problems of unemployment, immorality and crime among the Feeble-Minded disappear.
- (3) That the Feeble-Minded can earn part of their living.
- (4) That the number of the Feeble-Minded can be greatly reduced in the course of one generation.

MORE POWERFUL HANDS.

But this pioneer work shows at once by the very force of numbers as well as lack of legislation that the problem is too large for private work. It must now be taken up by more powerful hands. The state is the only agency that can deal adequately with it.

The numbers alone prove this. The Royal Commission procured evidence to show that one out of 270 of the population was more or less Feeble-Minded and unfit for the duties of citizenship. No greater social service can be done than to find a humane, economical, and permanent way of caring for these permanently unfit citizens who are simply permanent children.

AN EXTRAORDINARY CHANGE.

As His Majesty's Principal Commissioner in Lunacy says, this is "a fact of immense social importance. The moral consequences become obvious when it is realized that the vast number of defective people mix, without supervision or adequate care, on equal terms with the ordinary population. Lacking in self-control and unable to protect themselves, they readily become the tools and accomplices of vicious people. These Feeble-Minded people swell the ranks of the criminals, crowd the prisons and complicate the question of unemployment. If all the Feeble-Minded were properly looked after, there would probably be an extraordinary change in the prisons, courts and streets. In a matter of this kind it is essential to educate public interest and public sympathy. Without this the movement cannot go much faster, and to cope with the problem it is necessary to go much faster."

OTHER INSTITUTIONS.

Two other institutions in Scotland provide for the care of the Feeble-Minded, one at Larbert and one near Dundee. The total number cared for in these institutions together is 520, while the number of Feeble-Minded persons in Scotland is about 11,000 and increasing every year. To such a pass has it come in Scotland, and, unless we take warning by their experience, to such a pass will it come in Canada.

MONEY WASTED.

In Scotland: "The Parish Councils have the care of the Feeble-Minded not only at school age, but throughout life. It is no uncommon thing for an idiot infant of a few months old to so interfere with the earning capacity of a working-class mother as to reduce her from the ranks of independent labour into pauperism, and in such cases the Parish Council usually makes an allowance to the mother of a few shillings weekly. This sum is intended to provide the mother with sufficient hired help to set her free for other duties, but, as a rule, it goes into the family exchequer and is too often spent without benefit to anybody."

NEW ZEALAND.

In New Zealand the problem of the Feeble-Minded has been faced. The Report of the Minister of Education for 1910, received by this Department early in 1911, is one of the most cheering documents available for material for this Report. The extract below is given at length in the hope that it may be not only of interest, but of practical use in Canada:—

SPECIAL SCHOOLS: AFFLICTED AND DEPENDENT CHILDREN.

During the year 1910 the total number belonging to the schools for afflicted and dependent children was on the average 2,586, and the expense to the Government was £51,922. Of this sum, £15,314 represents the outlay in connection with the purchase of property, erection of buildings, and other works. The numbers

on the roll and the expenditure on account of the various institutions were as follows:—

	Number under Control.	Net Cost.
		£
School for the Deaf.....	97	4,087
Jubilee Institute for the Blind.....	39	721
Special School for Boys of Feeble Mind	31	7,834
Industrial Schools.....	2,419	39,280

By the Education Amendment Act which became law in 1909 extended provision is made for the education and training of young persons who are deaf, blind, feeble-minded, or epileptic. They must now come under efficient and suitable instruction at the age of six years, and remain so until they reach twenty-one years, unless previous to that time the Education Department is satisfied that their educational attainments or their proficiency in some art or handicraft or other calling enable them to provide for their future needs without further instruction.

If the near relative of a child so affected does not provide the education required, the Minister of Education may direct that the child be sent to a school where he will have the special instruction suited to his needs, the cost of maintenance and training to be borne by the relatives according to their means and as agreed upon between them and the Minister. In the event of the Minister's direction not being complied with, a Magistrate may order the child's admission to a special school and fix the rate of the maintenance payment. The question whether or not a child is sufficiently affected to warrant his being regarded as coming under these provisions of the Act is determined by his ability to receive proper benefit from ordinary school instruction. If maintenance payments are not duly observed they may be recovered as a debt, or the defaulter may be dealt with under the provisions of the Destitute Persons Act for disobedience of the Court order. Charitable Aid Boards are made responsible in necessitous cases for payment to a limited extent for the maintenance of children in these schools.

PERMANENT CARE.

By order of a Magistrate a young person who is epileptic or feeble-minded may be kept under the guidance and control of a special school beyond the age of twenty-one years if it is considered that he is not fit to guide his own life, or that it is otherwise in the public interest that he should be under institutional oversight. In connection with proceedings of this kind the Magistrate appoints counsel to represent the inmate at the hearing. The period of extended guidance is not to exceed four years in the first instance, but on its expiry it may be renewed from time to time by similar procedure, and thus, when necessary, life-long control is retained. In such cases orders for maintenance against the near relatives may be made.

Parents, school-teachers (either public or private), constables, or officers of charitable or kindred institutions who are aware of the place of residence of blind, deaf, epileptic, or feeble-minded children, and the householder in which

such a child lives, must, under a penalty, send notification to the Education Department.

There is, unfortunately, very strong evidence that there are a large number of young people in New Zealand (as in other countries) who by reason of mental defect are unable to properly control their lives, and it is hoped that with the means that the law now allows they will not be permitted to drift towards destitution and criminality, but will be so cared for that they will be able eventually either to maintain themselves respectably or to contribute to their maintenance in suitable institutions according to their various capabilities.

Another important provision in this Act is that giving power for the inspection of orphanages and similar institutions by Inspectors of the Education Department.

Up till now it has been practicable to deal with boys only at the school for the feeble-minded, but plans are now in hand for buildings which would provide for the accommodation of a considerable number of girls.

A RESIDENTIAL SCHOOL.

This New Zealand School for the Feeble-Minded is situated at Otekaike, Oamaru, on a farm of 352 acres. It was begun in 1908 when the Principal, Mr. George Benstead, was appointed. The appointment was made on the advice of the High Commissioner for the Dominion of New Zealand, the Inspector-General of Schools for New Zealand, and Dr. Shuttleworth, the well-known expert on the Feeble-Minded. The beginning of the school followed the lines now so well understood by those who have made a special study of such work.

BUILT UP GRADUALLY.

That is, it began with a small number, and not with adults, but with children, and the organization proceeded slowly, and according to a well-prepared plan. Four boys were the nucleus of the school. The new buildings will accommodate 70, when they are completed. The maximum number resident on any one day (Report 1910) was 31, and in 1911 there were 47 boys in residence. There are many applications for admission, about 150 cases being thus known to the Principal.

COST.

The cost of the institution for the past two years was as follows:—

	1909.	1910.
	£ s. d.	£ s. d.
Salaries	1,102 15 4	1,564 10 8
Maintenance of pupils.....	647 14 11	1,115 7 6
Maintenance of buildings.....	243 19 7	239 18 0
Farm and stock	612 19 9	318 8 9
Additional buildings, water-supply, drainage, fencing, etc.	1,602 18 3	4,984 0 8
Sundries	180 6 10	178 19 6
<i>Less—</i>		
Amount collected from parents by way of maintenance contributions	182 2 2	428 16 3
Sundry other recoveries.....	105 2 11	138 12 6
Net expenditure on the institution	4,103 9 7	7,833 16 4†

(† Including £440 paid from National Endowment revenue.)

The above figures are inserted in the hope that they may be useful for reference. Imbeciles are not admitted, the inmates must be all able to profit by the care and training given, though they are, to quote from a private letter received from Auckland, "defective and abnormal,"

"In the Industrial and Reformatory Schools in the Dominion there are many defective and abnormal children; the training they receive making them, in many instances, good servants and farm labourers; but it does not give them the power of self-control, resource, or judgment, and therefore they are the creatures of their circumstances; doing well, as long as the supervision over them is wise and effective, but falling readily under the stress of temptation, as soon as they are left to themselves.

IT MUST BE DONE.

Mr. Benstead points out in his Annual Report the great necessity, from the point of view of the nation, of taking charge of Feeble-Minded boys—and the even greater necessity of taking charge of Feeble-Minded girls.

They would all learn to contribute towards their own support. Society would be secure from their depredations and the danger of their propagation. Colony life would protect the Feeble-Minded against a certain section of society, and protect society against the Feeble-Minded.

Mr. Benstead also refers to the progress made in manual and industrial training. This is really the key to the situation.

AN EXPLODED THEORY.

There was a time when people thought that children were feeble-minded because they had not been fed properly, had not been trained properly, had been cruelly treated, etc., etc., etc. Some people think so still, but they are far behind the times. No training, no teaching, no skill, no education can develop something which is not there to develop. And the mentally defective are not mentally defective because the brain is undeveloped, but because the normal brain is not there to develop. Yet a great deal can be done to develop even the idiot and the imbecile. A great deal more can be done for the higher grades of the Feeble-Minded. They can even take charge as attendants and helpers of those more feebly gifted still than they themselves are. Mr. Benstead gives a typical case of the improvement that may be secured:

CASE X.

"Age as far as can be ascertained, 14 year 3 months, probably older.

"*On Admission:*

"Height, 4 ft. 8 in.

"Weight, 4 stone 1 lb.

"Head-measurement, 18¾ in. (microcephalic type).

"Small for age; thin; not well nourished; senses perfect; forehead narrow, tapers towards vertex; mouth-breather; hands well extended, with incurved little fingers; cannot concentrate attention; self-control very weak, easily led to do wrong; given to self-abuse; dangerous with young children; prone to steal, and will get up at night and steal food from cupboards. Has been boarded out, and

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in each case has proved too much for his foster-parents, who had evidently lost all control over this lad. Natural result, formation of all bad habits above referred to. Has been left too much to himself for years. Great desire to get away by himself, and imitate the cries and habits of all animals; in this direction his powers of mimicry are perfect. Can read an infant primer; can tell how many pennies in sixpence, also $3 \text{ plus } 4 = 7$. Cannot tell the half of 3, or how many sixpences make 1s., or how many days in a month or year.

"At End of First Year's Residence:

"Height, 4 ft. 9 in.

"Weight, 5 stone 4 lb.

"He has improved considerably physically. He is now able to concentrate his attention on any work taken in hand as far as manual occupation is concerned. Memory improving a good deal. His habit of self-abuse is almost cured. From a mere habit of loafing and idleness, he has developed into a fairly good worker. This boy is easily managed, he can be easily led either for good or ill, and consequently, if allowed his liberty, would become the dupe of persons with a stronger will. His reading is improving, and he is always anxious for books to read in recreation-time. His writing is better; his letters home at first dealt entirely with pigs, cows and horses; his interest is now more diverse. Generally speaking, this boy has improved a great deal during his first year of residence here."

And adds: "The boys generally are working very satisfactorily, but it does not follow that they are sufficiently useful to keep themselves by their own exertions. In most instances constant supervision is needed. There is no reason, however, why in process of time some of the young men trained here should not be engaged as permanent members of the staff, where they could make themselves useful in various capacities. It is usually found that their general good conduct and the strict attention they pay to their duties is very gratifying.

"Many of the smaller children who were practically unable to dress and undress themselves are becoming quite useful in the matmaking class. This and other sense-training exercises, such as boot-lacing, bead-threading, button-sewing, clay-modelling, etc., materially improve the dexterity of their fingers.

"It goes without saying that the State requires a practical return for the money spent in all its undertakings, and there are probably many who wish to know what the country gains by spending money on the education of afflicted children. The more one looks into the question of the training of mentally defective children, the more apparent it becomes that the State is doing the right thing in providing for the compulsory education of all these children who are educable—i.e., those who, in the hands of the expert, can be taught, by arousing their dormant capabilities, to contribute somewhat towards the cost of their own maintenance, or who can be made sufficiently useful to become self-supporting under kindly guidance in a custodial institution.

"To those of us who are carefully watching the development of the dormant faculties in the children at Otekaike, it is patent that the State will be amply repaid for the money which is being spent here, inasmuch as we are continually developing useful members of our own community who would otherwise remain absolutely useless units, with physical and mental deterioration slowly but surely

awaiting them; and because, too, we are lessening the misery of the world, and preventing the increase of the helpless and hopeless section of the Empire."

Mr. Benstead quotes two opinions as to industrial training, as follows:—

Mr. Locke, of Starcross, states: "The training of the pupils continues to develop satisfactorily on the same lines—that is to say, by combining a maximum of manual instruction with a minimum of scholastic work—for it is by this method that the best results are obtained. Important, however, as is the scholastic instruction of the pupils, it is to the manual training we attach the most importance. Some children, owing to mental defect, seem quite incapable of learning ordinary school lessons, and require years of patient effort to enable them to master even the letters of the alphabet, or to count correctly up to twenty. Yet in many instances these same children, if put to a handicraft, will, in much less time, learn to make a pair of boots, a suit of clothes, or a fancy basket. Hence, as soon as it is recognized that a boy will never go beyond spelling monosyllables, or making o's or x's on a slate, it is evident that further time spent upon his education in the schools will be, to a great extent, wasted, and, if his age and physique permit, he is accordingly taken off schoolwork altogether, and transferred to the manual classes, where frequently he learns to make himself quite useful."

The Superintendent of the Royal Albert Training Institution for the Feeble-Minded, at Lancaster, England, speaking of the reorganization of the school work in the institution on a system based upon their knowledge of the work after forty years, says, "Mere school instruction, *per se*, is productive of little. Industrial training may, with advantage, go hand in hand with scholastic instruction, but in no case should a boy continue in school who is able to read and write: his place is on the industrial list, learning a trade. The elements of the industrial occupations could be taught in school, leaving the corresponding workshops available for the more advanced pupils. Nothing is better suited for the lower-grade boys than simple outdoor work in the gardens and grounds."

Mr. Benstead says:—

"I entirely agree with these opinions. We are making our manual training and industrial occupations prominent features of our school work.

"In addition to the farm and garden work, in which the boys are beginning to take an intelligent interest, we are now commencing to teach them matmaking, basket-making, sashcord and rope making. Such occupations are very necessary, as we sometimes find boys who can never make any appreciable progress in school, and time spent in the listless contemplation of a blackboard is lost, whereas in the workshops they may eventually do some good work.

"Our teaching staff has been considerably augmented during the past year. I have now a lady teacher and three trades masters for teaching woodwork, mat and basket making, and painting. Several of the boys are doing very good work in painting and decorating the new buildings now being erected at the school. One of the chief points in the treatment is to keep each boy constantly occupied. The beneficial results of this treatment are apparent by noting the improvement in the children, both mentally and physically. The dull and apathetic are roused to activity, the restless and noisy are restored to order, and the more intelligent develop habits of attention and diligence."

AUSTRALIA.

In Victoria, Commonwealth of Australia, much interest is being taken in the question of the care of the Feeble-Minded. In the Report of the Minister of Education for 1909 and 1910 the estimate is given that in Melbourne alone there are probably 600 Feeble-Minded children, and that 10 per cent. of the children in school (6,000) are distinctly backward. It is proposed to establish in Melbourne a school for the backward and Feeble-Minded, with a properly trained staff, and also to re-organize the training of idiots.

THE UNITED STATES.

It is estimated that there are 300,000 Feeble-Minded persons in the United States, or one to every 300 of the population. In England the estimate is one to every 217. In Ireland one to every 175. In Scotland one to every 400.

The burden of the Feeble-Minded has become very great in New York City, and is partly known through the efforts of the Board of Education to provide Special Classes for the instruction of Feeble-Minded children and through the modern scientific methods of the Charities Aid Association, the Associated Charities and the School of Philanthropy and other organizations.

SPECIAL CLASSES IN NEW YORK.

There are in New York 125 ungraded classes, and in these about 2,000 children are taught. Four things may be mentioned in connection with that splendid effort on behalf of the Feeble-Minded children: (1) There are backward and Feeble-Minded children not reported. In 1910, out of a total of 370 schools, 202 reported the names of backward and Feeble-Minded children, and the remainder, 168 schools reported none. It is not possible that there were no Feeble-Minded children in these 168 schools.

(2) The teaching of the public school has been modified in these Special Classes, but it needs to be modified far more. Industrial, not intellectual education is what is needed.

(3) There are many Feeble-Minded children not at school at all.

(4) If there is to be no permanent provision for the care and control of the Feeble-Minded, then it is a serious question whether the Special Class does not do more harm than good.

SOMETHING MUST BE DONE.

These considerations, taken in conjunction with the experience of the Charities Organizations, compelled action. The experience of the Charities Organizations may be summarized in the words of Amos W. Butler, uttered in 1907 at the conference of Charities and Correction:

"Feeble-Mindedness produces more pauperism, degeneracy and crime than any other one force. It touches every form of charitable activity. It is felt in every part of our land. It affects in some way all our people. Its cost is beyond our comprehension. It is the unappreciated burden of the unfortunate. It is the burden we are compelled to bear; therefore let us bear it intelligently to the end that the chain of evil may be lessened, the weak cared for, and the future made brighter with hope because of our efforts."

DR. MOORE'S REPORT.

Accordingly the Public Education Association requested Miss Annie Moore, Ph.D., to make an investigation into the condition of the Feeble-Minded in New York City, and later transmitted her report to the State Charities Aid Association with a request that further inquiry be made and some action taken. Accordingly, on April 21, 1911, the State Charities Aid Association organized a Special Committee on Provision for the Feeble-Minded. This committee publishes the report of Dr. Moore. In giving publicity to the data set forth in the report the committee hopes to re-emphasize the fact that the Feeble-Minded are a growing danger and burden to society and that segregation can not only stop their reproduction but can also nearly extinguish their race. The committee proposes to collect further data and through legislation to provide means of complete segregation.

This Committee includes in its membership such experts as Dr. Fernald, Supt. Johnstone, and Miss Farrell, and has as its Secretary Hon. Homer Folks.

THE SPIRIT OF THE COMMITTEE.

The spirit of the Committee may be judged by what Dr. James, the Chairman said at its first meeting.

"The one thing that strikes us most forcibly is that the science of experimental evolution, the study of heredity, has reached such a point that the public can no longer afford to neglect it. In the breeding of stock to get a perfect strain of the living creatures in which we trade and which we use for commercial purposes, no one thinks of disregarding this principle of heredity or transmission of defects and good qualities. It is only when we come to human beings that, as a rule, we have neglected to take it into account. It seems that there is work enough for this committee to do then, to bring this matter to the attention of the public."

Prof. C. B. Davenport, Director of the Carnegie Station for experimental evolution and Secretary of the American Breeders' Association says:

"Although the cost would be large at the start, I believe the state would be entirely justified in undertaking the segregation, throughout the whole productive period, of the feeble-minded below a certain grade. There is no question, also, that boards of managers of state institutions for the feeble-minded should have increased powers of detention. If the state were to segregate its feeble-minded, were to examine for mental defects all immigrants settling in New York state and were to deport those found to be defective, there would be a constantly diminishing attendance at state institutions for the feeble-minded, and at the end of thirty years there would be practically no use for such institutions. Two or three small ones only would be necessary. The state could then sell its property, and retire the bonds issued for the purpose of providing adequate care for its feeble-minded.

I believe that the state should undertake a study of the strains of feeble-mindedness in the state outside of New York city. Those best acquainted with the problem know that there are breeding-spots of defectives in certain places around Lake George, the Ramapo, the Catskill and Adirondack Mountains, as well as at other points. The state owes it to itself in its work toward feeble-minded folk, to know the location of these sources of preventing further reproduction of defectives."

A CONVINCING REPORT.

Dr. Moore's report is convincing. It consists of a study of Feeble-Minded individuals at large in New York, and includes seven different classes of such persons, as follows:

- Feeble-minded persons supported by charity.
- Feeble-minded women of child bearing age.
- Families burdened by feeble-minded children.
- Feeble-minded immigrants not deported.
- Feeble-minded persons guilty of arson.
- Feeble-minded children in the Public Schools.
- Feeble-minded persons discharged from Institutions.

Dr. Moore simply writes short records of a few cases under each heading, together with a brief introduction.

JUST LIKE ONTARIO.

But for the difference of initials, or some other non-significant particulars, these histories might stand for the ones recorded in the Five Reports on the Feeble-minded in Ontario already issued by this Department. The problem of the Feeble-Minded is the same everywhere.

A TYPICAL CASE.

As the examining physician of Elmira prison puts it "A typical case of a person of inferior mentality who is a continual and heavy expense to the community." How long shall we go on bearing this "continual and heavy expense?" It can be avoided, not only with benefit to us, but with benefit to the "typical case."

MUNICIPALITIES TAKE THE INITIATIVE.

It is to be observed that municipalities are beginning to take the initiative in thinking about the Feeble-Minded and requesting State aid and legislation for them. The City of Berlin in 1911, (Vide *Lancet*, 1911), determined to establish an office for the after-care of patients discharged from the asylums, and also for Feeble-Minded persons "unfit for the struggle of life." Workers for the Feeble-Minded are working together more and more every year, and learning more from each other, and one of the signs of this is the fact that those who hold extreme views are modifying these.

MODIFIED VIEWS.

Thus, there were those who insisted on Institution treatment for every Feeble-Minded person. There were on the other hand, those who took the view that the feeble-minded might be placed out in homes, after the model of the plan followed in the famous colony of Gheel in Belgium. The better view (and the Report of the Royal Commission supports this) is that all really feeble-minded persons should be under permanent protection and care, and supervision. With few exceptions, this means Institution care. But there are a few exceptions. There are Feeble-Minded persons so nearly normal and in such an almost ideal home environment,

that so long as regular reports of such Feeble-Minded persons are received and he or she is frequently visited by some official representing the Government, in order to make sure that he or she is properly employed, the community is protected against any danger of offspring being born to such Feeble-Minded person. This is doubtless what is being done in Berlin to some extent.

ST. LOUIS.

The City of St. Louis appointed a commission to report on Delinquent, Dependent and Defective Children, and also to report on the best plan of removing and reorganizing the Industrial School. The Commission was appointed in July, 1910, and reported in March, 1911. The most important conclusion stated in regard to Feeble-Minded children is "That the care of these children is properly a State function."

PHILADELPHIA.

The City of Philadelphia ordered an investigation into the number of backward children in the schools. This was undertaken by a Committee, of whom Dr. Walter Cornell was one, and the work of the Committee has extended over more than a year, its report being received early in 1911. The excellence of the report is unquestioned and the description of a number of cases is given in detail. Its conclusion is well given in the following words of the report.

"The most important need, and the one to which the whole investigation clearly points is that for the Institutional custody and training of the Feeble-Minded girls and boys of the Public School."

The City of Philadelphia recently purchased a property of 135 acres, overlooking the Delaware River, as a Home for Feeble-Minded Children.

LIVERPOOL.

One of the first homes for Feeble-Minded girls in England is in Liverpool, begun in 1893, by the Liverpool Ladies' Association for the Care and Training of Girls, as a "Home for higher-grade feeble-minded young women." In 1898 a second Home was opened. "Both Homes are mainly supported by the earnings of the inmates, whose occupation is laundry work and house work; and it is now desired to extend the undertaking by a third Home, which, while being run upon the same self-supporting principles, will, it is hoped, be even more beneficial to its inmates than the Association's other two Homes have been. In this new Home, which the Association intend very shortly to open, horticulture is to be taken instead of laundry work. A property has been acquired, Dovecot, Pilch Lane, Knotty Ash, consisting of about ten acres, with good dwelling-house. There will be accommodation for 50 girls, and the staff will consist of a matron and necessary helpers. The special aim of the scheme is the development of the girls, physically and mentally, by means of outdoor horticultural training—namely, in gardening, bee, poultry and pig keeping, in addition to indoor industrial occupation. It is probable that work in the open air will have as beneficial an effect upon girls as it has been proved to have upon boys; and "Dovecot" will be the first school for feeble-minded girls which puts outdoor occupation as the chief object of their education. Girls are to be admitted between 12 and 14 years of age (or in some cases younger), they must be of a high grade, and free from epilepsy and tuberculosis. The charge for their maintenance will be £26 per annum. This new departure in

the care and training of feeble-minded girls is highly commended by educational experts, and its progress and development will be watched with much interest by all who have studied the problems connected with the care and control of the feeble-minded.

THE NEW YORK STATE TEACHERS' ASSOCIATION.

Educational Authorities and Associations are beginning to be deeply concerned about Feeble-Minded children. Two invitations were received this year, by one of the officials of this Department from the United States. One of these was to speak on the subject of the Feeble-Minded at the 66th Annual Meeting of the New York State Teachers' Association and Affiliated Associations, the members of which met to the number of 2,000 at Albany and after a good deal of consideration passed the following Resolution in the Section of Sub-normal and Backward Children, under the presidency of Miss Elizabeth E. Farrell, Inspector of Ungraded Classes in New York City:

RECOMMENDATIONS.

It is recommended by the Sub-Normal and Backward Children Section that the following Resolution be passed:

- (1) That all children of school age be registered in schools.
- (2) That provision be made in the Normal Schools and Training Schools, and Training Classes in this State, for the presentation to the student body of the special problem of sub-normal children.
- (3) As the State is already committed to the theory of permanent custodial care of defectives, that adequate accommodation be provided for these cases in special institutions and that their commitment be required to these institutions in order that they may be given the best training and care, and that they may be prevented from obstructing the work of normal children.
- (4) That the immediate construction and completion of Letchworth village, and the Training School for Boys be urged.

THE PSYCHOLOGICAL CLINIC.

Clinical psychology is a meeting place for the teachers and the physicians, who are experts on the Feeble-Minded child. The University here can be of essential help to the primary school and thus strengthen both the lowest and the highest parts of the educational system. It is not to be forgotten that the study of Feeble-Minded children has taught us a great deal about mental processes in normal children.

Dr. Lightner Widmer, of the University of Pennsylvania, was the first to take up this work.

He began in 1889, when his attention was drawn to a boy who suffered from retardation through speech defect. In 1896 he opened the Psychological Clinic of the University of Pennsylvania and received his first case, a bad speller. Since that time Witmer's work has continued uninterruptedly and has grown apace, so that three hours daily are now (since 1909) devoted to the examination of children. These children come not only from the public and private schools and juvenile courts of Philadelphia, but from adjacent cities and adjoining States. Through the medium of correspondence, teachers and parents throughout the State of Pennsylvania may receive advice, and members of the staff are prepared to address teachers

and school directors in any section of the State. Witmer's work embraces a physical, psychological and sociological examination, in which a number of experts co-operate—a psychologist, neurologist, dentist, oculist, nose and throat specialist and social worker. The social worker makes a first-hand examination of the child's home conditions, renders aid in the mitigation of bad environmental influences, and by means of "follow-up work" sees that the treatment prescribed for the child is carried out. Not only does the clinic address itself to diagnosis, but an orthogenic home school, or "hospital school," has been established for medical and pedagogical treatment. This is a combined home, hospital and training school, where the child is provided with proper food, baths, outdoor exercise, sleep, medical attention, discipline, motor training and intellectual drill in the rudiments of the school fundamentals. This school also serves as a school of observation and a clinic for further diagnosis.—Wallin in *The Journal of Educational Psychology*.

Professor Witmer also edits the "Psychological Clinic," a monthly magazine devoted to this work.

Other Universities beginning the same work are the Universities of New York, Washington, Pittsburg, Minnesota, Iowa, Clark University, Columbia University and Cornell University. More important, in some respects than any of these, are the laboratories beginning to be established at the most progressive Institutions for the care of the feeble-minded, such as the Lincoln State School and Colony of Illinois (Dr. E. B. Huey) and especially the laboratory at the Training School for Feeble-Minded Children at Vineland, New Jersey, (Dr. H. H. Goddard).

Four American Universities now make some provision for the study of abnormal and Feeble-Minded children. Columbia University, Clark University, The University of New York, The University of Pennsylvania. The Training Schools for Teachers in New York are making the study and teaching of these children. one of the requisites for their diploma.

A LASTING MEMORIAL.

A great gift, perhaps the first of its kind, was made in 1911 for the benefit of the Feeble-Minded, to the Regents of the University of Washington, at Seattle and gratefully accepted by them. It was given in memory of Mr. and Mrs. Gatzert of Seattle, by Mrs. Gatzert's two brothers Sigmund and Abraham Schwabacher of San Francisco. The sum given was \$30,000.00.

The deed of gift provides that the income of the fund "shall be used to maintain a bureau of child-welfare, . . . the work of said bureau to consist in the promotion in various ways of education for the better care and treatment of children suffering from defects either physical or mental, especially such defective children as can, in spite of their defects, attend schools of some sort and benefit by some form of school education and training."

The benefits of the Foundation are to be extended as widely as possible through the State; the plan will probably be for the specialist in charge to spend a considerable part of his time visiting centres throughout the State to give aid and counsel to the local school authorities in establishing and conducting work for defective children in their schools. Such work is already being done in several of the leading cities.

The manner of bestowal of this gift is an interesting illustration of what Mr. Dickinson (vide p. 10) said at the Conference for the Prevention of Destitution about the co-operation of women. The Gatzert memorial fund of \$30,000.00 was

provided some years and was awaiting designation when the daughter of Mr. Abraham Schwabacher, Mrs. Nathan Eckstein, became interested in the question of the needs of defective children. It was through Mrs. Eckstein's influence that this gift was given to them and not for other purposes.

THE FEEBLE-MINDED CRIMINAL.

Criminals and tramps make a great army. *The World To-day* says that the criminals of the United States cost that country \$3,500,000.00 per day. The criminal is certainly the most expensive of all national luxuries, and there is no doubt that the great criminal army is partly made up of mental defectives, who might and who ought to have been placed, BEFORE they become criminals, in an institution where they would have done no harm, no thefts or murders, and done some good in the world.

What a lot of money our Finance Ministers would have for things we need if we no longer had to foot the awful criminal bill for what we do not need.

HOW MANY CRIMINALS ARE FEEBLE-MINDED?

While we do not always find that observers agree on the exact percentage of criminals found to be Feeble-Minded, no observer doubts for a moment that there is a considerable proportion of criminals who are Feeble-Minded. Thus statements vary from "10 per cent. of all criminals are Feeble-Minded," to statements that the permanent care and control of the Feeble-Minded "would put an end to two-thirds of all the crime in the community." Statements by other practical judges point to about 25 per cent. of delinquents being feeble-minded.

TWO TESTS BY DR. GODDARD.

Two results of tests by Dr. Goddard of Vineland, are striking. Twelve persons who had been sent by the courts to the State Hospital for the Insane to be examined in order to determine whether or not they were responsible, were tested by Dr. Goddard as to their Feeble-Mindedness. Their chronological ages varied from eleven to fifty years. Two of them were cases of insanity. The other ten were all feeble-minded, and their real ages were not 11 to 50 years, but were 8 to 10 years. None of the ten persons had a mental age of over 10 years old.

The second test was with 56 of the best girls from a girls' reformatory who were out on probation. Their chronological ages were from 14 to 20. Four of them were not feeble-minded the rest, 52, were feeble-minded and their real mental age was from 8 to 12 years.

THE NEW JERSEY REFORMATORY.

Dr. Frank Moore, the superintendent of the New Jersey Reformatory, Rahway, N.J., has during the last 18 months examined every new inmate on entrance and found 46 per cent. of them to be mentally sub-normal.

THE JUVENILE COURT IN NEW YORK.

Dr. Schlapp reports that of 108 children sent to him because the court thought they might be defective, 30 were actually found to be feeble-minded. Dr. Healy found 140 out of 620 cases of youthful "repeaters" distinctly subnormal mentally.

MASSACHUSETTS.

In January, 1911, the Government of the State of Massachusetts received the Report of the Commission appointed in April, 1910 to investigate the question of the increase of criminals, mental defectives, epileptics, degenerates and allied classes. The Commission consisted of Dr. Fernald and four other gentlemen. This Report states that "The juvenile offender is often mentally defective." "There has been a rapidly increasing demand for custodial care of helpless idiots, and of Feeble-Minded women of the child bearing age."

"The modern community demands protection from the newly understood menace of irresponsible Feeble-Minded persons at large." The population of Massachusetts (average for 1905-1909) is 3,185,048. The Commission considers it probable that there is a total of 6700 Feeble-Minded in the State and adds:

THE HIGH-GRADE FEEBLE-MINDED.

"It is known that the so-called high-grade imbecile is especially dangerous to society because of his irresponsibility and criminal propensities. It is now generally understood that feeble-mindedness is often the direct result of the hereditary transmission of mental defect; that the feeble-minded female is very likely to bear children, and that these children are almost certain to be defective, criminal or permanently dependent in some way. To segregate the feeble-minded is to cut off one of the most prolific sources of crime, degeneracy and pauperism.

"The testimony of charity and social workers, or prison and reformatory officials and of court and probation officers, given before the commission, strongly emphasized the frequency and importance of slight mental defect or actual feeble-mindedness as a factor in the causation of pauperism, crime and other social problems.

"The charity and social workers testified that many of the immoral and diseased girls found in rescue homes and shelters, and placing-out societies are mentally defective, and absolutely incapable of reform or self-support. There are many feeble-minded women in almshouses and houses of correction. Many of the parents whom the Society for the Prevention of Cruelty to Children are prosecuting for abuse of helpless offspring are mentally defective. Many of the juvenile delinquents and dependents, and adult criminals, have one or both parents who are feeble-minded."

A FEW FAMILIES ONLY.

The Commission observed and were impressed by the fact that these persons belong to a relatively small number of families and that the forms of defect were interchangeable, as it were, the form of defect has varied from generation to generation, alcoholics in one generation, paupers or criminals in the next, possibly insanity or mental defect in the next, etc.

The following cases known to the Commission graphically illustrate the kinship of these degenerative tendencies. A juvenile offender has a mentally defective mother and a drunken father; a feeble-minded girl has an insane father and a sister who is a prostitute; an habitual criminal has two daughters who are feeble-minded, and a son who is a criminal; a married pair who have always been helped by the town have one son who is decent and self-supporting, a feeble-minded son and daughter, an insane daughter, and a son who has been convicted of crime. The mother of this family is mentally defective and the father is drunken.

These cases well illustrate the tendency of degeneracy to express itself in different ways in the same family. Crime, insanity, mental defect, epilepsy, pauperism and drunkenness, the conditions of degeneracy which this commission is considering, are largely perpetuated by the transmission of defect and disease from degenerate or diseased parents. The State has already taken measures to prevent the birth of defectives and degenerates by adopting the policy of custodial care of the feeble-minded, epileptic and insane, especially of women of the child-bearing age. The State cannot afford to allow women of this class to remain at large."

OTHER STATES.

Besides these important Commissions and Reports action has been taken in three other States, North Carolina, Pennsylvania and Washington. In North Carolina a law was passed establishing a school and a home for the Feeble-Minded, \$60,000 bond issue.

In Pennsylvania a commission was appointed to take into consideration the number and status of the feeble-minded and epileptic persons in the commonwealth and the increase of such persons, and to report to the general assembly at its next session a plan or plans for the segregation, care and treatment of such defectives.

In Washington two new modern fire-proofed buildings have been erected at the State School for Feeble-Minded at Medical Lake, also new boiler house and shops.

VINELAND.

By permission of the Hon. the Provincial Secretary, part of September, 1911, was spent in residence and working in the laboratory at the Training School for Feeble-Minded at Vineland, New Jersey. The occasion was a course of instruction given to physicians interested in Feeble-Minded children. It is the first time, so far as we know, that such a course has been given anywhere, though the same Institution has had a course for the teachers of Special Classes for two or three years.

The physicians' course included practical instruction in certain aspects of the Medical Inspection of Schools, with reference to Feeble-Minded children and others. A fee of twenty dollars was charged, which included residence in the Institution. Six lectures per day were given by the Superintendent, Professor E. R. Johnston, Dr. Goddard, Director of the Research Laboratory, Dr. Walter Cornell of the University of Pennsylvania, and other members of the staff.

Ten physicians were present for the course—four from New Jersey, two from Ohio, two from Virginia, and two from Michigan.

The Institution has about twenty buildings, situated on two hundred and fifty acres of ground laid out in farms, gardens, groves, lawns, etc. Besides supplying all the food for four hundred inmates and the one hundred members of the staff, there were sold last year from the farm, products worth \$800.00. There are eleven departments, each with a head responsible to the Superintendent. Some of these departments are—Farming, Dairying, Poultry-Keeping, Carpentering, Painting, Electrical Work, Tailoring, Laundry Work, Sewing, Mending, Steward's Department, Laboratory, etc., etc.

The Laboratory, under Dr. Goddard, does work of great importance. From Dr. Goddard and his researches all his fellow-workers in different fields have received great help and stimulus in various paths. His results will be of lasting benefit.

The greatest product, however, at this and all other Industrial Colonies is happiness. The institution where they are understood and where they "fit in" is really the only place where the Feeble-Minded may lead anything like a happy and useful life.

The Vineland Training School takes care of four hundred people who cannot take care of themselves, and whose families cannot take care of them. It trains

THE TRAINING SCHOOL AT VINELAND, N.J.

DEPARTMENT OF RESEARCH.

Mental Age.	Industrial Classification.			Binet Classification.			
				Sex.		Total.	
				Male.	Female.		
Under 1 year	(a) Helpless. (b) Can walk. (c) With voluntary regard	Low.	Idiot .	10	4	14	
1 year	Feeds self. Eats everything	Middle ..		11	12	23	
2 years	Eats discriminatingly	High		37	16	53	90
3 years	No work. Plays a little ..	Low.	Imbecile..	32	15	47	
4 years	Tries to help	Low.		21	11	32	
5 years	Only simplest tasks	Middle ..		30	7	37	
6 years	Tasks of short duration. Washes dishes	High		33	13	46	
7 years	Little errands in the house. Dusts	High		38	20	58	220
8 years	Errands. Light work. Makes beds	Low.	Moron	42	11	53	
9 years	Heavier work. Scrubs. Mends. Lays bricks. Cares for bath-room ..	Low.		15	7	22	
10 years	Good institution helpers. Routine work	Middle ..		19	11	30	
11 years	Fairly complicated work with only occasional oversight	High		7	1	8	
12 years	Uses machinery. Can care for animals. No supervision. Cannot plan	High		4	1	5	118
		Total ..		299	129	428	428

them wholly or in part in nearly all cases to attend to their personal wants and to contribute a little, or much, to their own support; and it makes them happy, protects them from harm, and protects the community from the harm, expense and disgrace, that they would and did cause, before they came there, and it stops the evil instead of carrying it on to unknown and increasing generations.

THE LABORATORY WORK.

These are great things to do. But there is a most important thing done at Vineland. Its unique contribution to the world is that it strives, in the laboratory and elsewhere, to face the whole problem of the Feeble-Minded in relation to the State, and to contribute something to the solution of the problem. This is being worked out in the two departments called Field Work and Psychological Research.

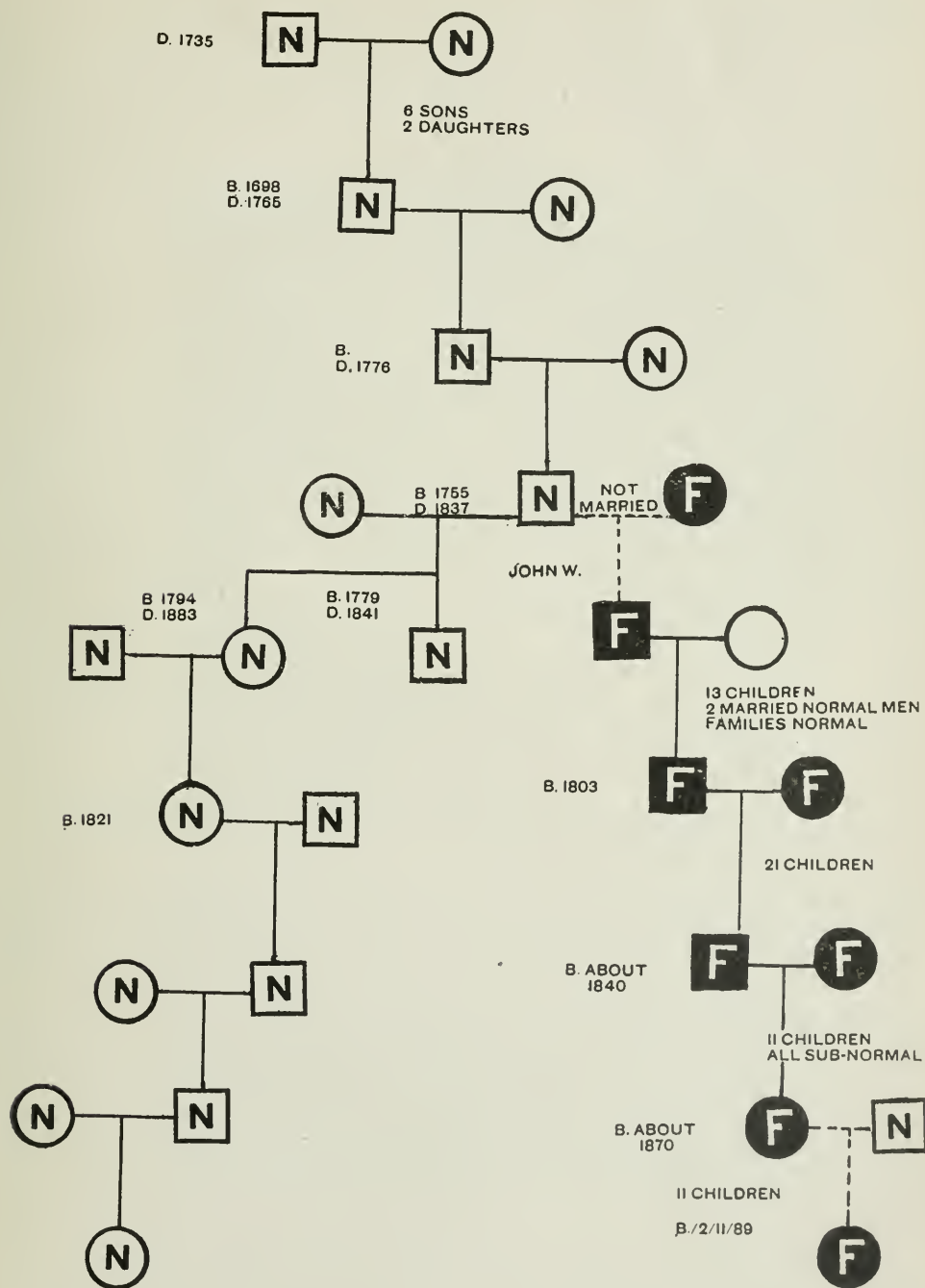
The Psychological Research is carried on in the laboratory by Dr. Goddard and his assistants, who avail themselves of every means to study the children and test their mental ability, by using scientific machines, and every other known aid and thus form an estimate of their capabilities. Dr. Goddard has applied and developed the newer scientific methods, such as the tests found suitable by himself and those suggested by Binet, Simon, Healy, Huey and others, and so arrives at the "Mental Age" of the child. The value of this system of mental testing of the inmates of Vineland is at once observable. The foregoing classification of the 428 residents of the Institution who have been tested will illustrate this.

FIELD WORKER.

Prof. Johnston and Dr. Goddard have also developed in connection with the Laboratory a number of Field Workers. We all know how hard it is to get reliable information about the family history from relatives of a feeble-minded child. Almost invariably they will assure one that feeble-mindedness was never heard of before in their family. Fearful that admission to the Institution will be refused, they maintain this position. But when the child is safely admitted, and getting on well, then the Field Worker, experienced, tactful, sympathetic and yet not to be deceived, goes to the home. Such is the standing and reputation of the Training School in New Jersey that the mere mention of Vineland opens the doors of the home. The Field Worker has made a special study of the case of Mary or John, and can tell the home people how he is, what he talks about, who his companions are, what he likes to eat, what he says about home, etc., etc., and what a good boy he is. This is eagerly listened to.

THE FAMILY HISTORY.

Now is the favorable moment. She gets all the family history without any trouble. Little by little she jots down in her note book all that is known about the family for generations back, and when finally they get to the limit of their own knowledge, then they can nearly always remember some "oldest inhabitant" who can carry the tale still farther back. Then she goes to the county clerk, the registry, the tax collector's office, the records for the county, even to the cemetery to read the gravestones and so a great genealogical tree is built up and the story



is before us, and we can see where the polluted Feeble-Minded stream of life joined the clear and normal one and what it looked like afterwards.

Two illustrative cases from Dr. Goddard's laboratory are, by permission, given

A REMARKABLE HISTORY.

The hand in the chart points to the black circle enclosing an F, which represents the girl Emma W., now in the institution.

She is the great-great-great granddaughter of John W., the great-grandson of the original Charles W.

This John W. married a good woman, highly respectable and intelligent.

But before that marriage he sowed his wild oats and they are growing still, one hundred and thirty years afterwards.

The son so born to him of a feeble-minded woman was feeble-minded. The Field Worker in the course of about two years' work traced out about 1100 descendants of John W. and his lawful wife, *and more than 1146 descendants* of that John W. and the feeble-minded woman.

Of that number 581 are unknown.

Of the 565 that are known and traced 262 were feeble-minded. Truly a strong case for the Mendelian laws!

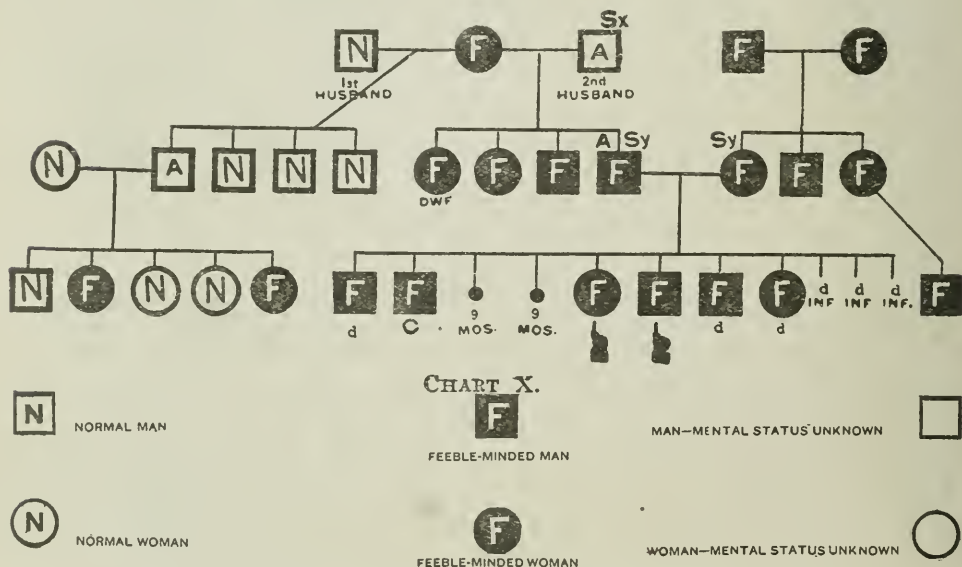
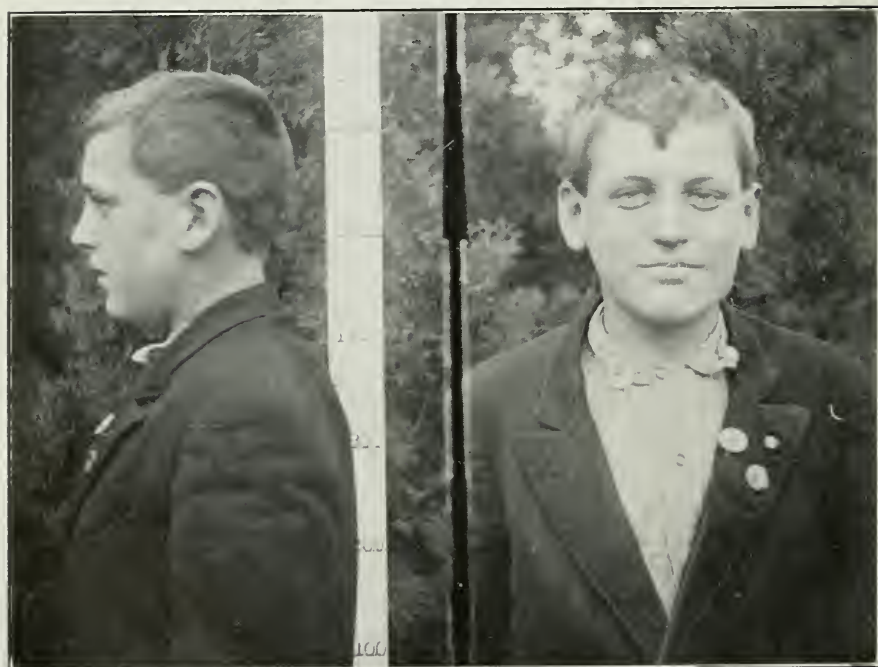


Chart X shows the descendants of a feeble-minded woman who was married twice. Her first husband was normal. There were four normal children, one of whom is alcoholic. This alcoholic son married a normal woman and produced two feeble-minded and three normal children. This is another instance of the defect skipping a generation, being transmitted by the grandmother through the father.



Emma W.



The second marriage of this feeble-minded woman was with an alcoholic and immoral man. The result was four feeble-minded children. One of these became alcoholic and syphilitic and married a feeble-minded woman. She was one of three imbecile children born of two imbecile parents. The result here could, of course, be nothing but defectives. There were two still-born, and three that died in infancy. Six others lived to be determined feeble-minded. One of these was a criminal. Two are in the institution at Vineland. The mother's sister also has a feeble-minded son.

Of these two at the Institution at Vineland, the daughter is now 22 years old. Her mental age is 7 years. But she can work in the laundry and help to care for the little children in the college. The son is 18 years, but his mental age is ten years. He is very "trainable" and is a pretty good farm worker. He drives a team.

HEREDITY.

Studies in heredity as well as in sociology tell unmistakably that the only Christian and civilized policy as regards the Feeble-Minded is to protect and permanently care for them. Never before has such attention been given to this matter. The principles of science are now taught, believed and obeyed, in the home, the school, the market-place and by every class in the community. Why then do we delay to follow them in a matter affecting National welfare so closely? It is not as if there were any doubt that Feeble-Mindedness is hereditary. No one, medical or not medical, who has worked with the Feeble-Minded doubts it at all. It has been actually proved in 82 per cent. of all the cases of Feeble-Mindedness examined (Tredgold) and it must be remembered that an apparently normal or almost normal child of a Feeble-Minded parent may transmit the mental defect to the next generation. The tendency to mental defect is there.

HOW DOES IT HAPPEN?

"It is often asked, if mental defect is due to heredity, how does it happen that only some and not all of the offspring are affected? The answer is simple. As I have pointed out, what is transmitted is a *tendency* to instability and imperfect structure. If this tendency is slight and the environment is no way adverse, it may remain latent; on the other hand, should there occur any grave fault in the surroundings, any marked ill-health of the mother during pregnancy, any birth injury, or any serious disease during the early months of life, then even a slight tendency may be sufficient to determine a profound degree of defect. In this way it occasionally happens that one member of the generation is an idiot, whilst the others are very slightly neurotic or even apparently normal. With a still more pronounced neuropathic inheritance we still get differences in the offspring; in such cases, however, although there may be only one or two children suffering from marked defect, the remainder are very seldom normal. They usually suffer from some one or other of the conditions I have described.

When the progenitors are themselves mentally defective the results are even still more pronounced. I have never yet seen the child of a single defective parent who was up to the normal standard of mental vigour, whilst the children resulting from two defective parents are, in my experience, always markedly abnormal and often idiotic. In fact, mental defect is not only inherited, it is transmissible.

There are many other interesting points concerning the relationship of mental defect to heredity which might be dealt with did space permit. Unfortunately it does not, and I must end by briefly drawing attention to the practical bearing of this matter.

All the signs of the times point to the fact that we have amongst us to-day an increasing number of individuals who are not up to the average standard of moral, mental, and physical vigour. Individuals who are not only utterly incapable of furthering human progress, but are even incapable of subsisting by their own efforts; who must be helped by the Poor Law, by old age pensions, by State insurance, or by private philanthropy. The presence of this class is beginning to be seriously felt. To some extent the cause may be external and economic, but we have to remember that on the whole the economic conditions are no worse but better to-day than at many former periods, so that this cannot be the chief cause. I believe the real cause of the presence of this parasitic class is not external, but internal, that it is due to a germinal impairment, and that no little of it springs from the manner in which the hereditarily tainted, the feeble-minded, the insane, the epileptic, the habitual criminals, and paupers, and other degenerate creatures are allowed to propagate without let or hindrance. The vigour of the nation is being gradually undermined, its character in the aggregate is falling to a lower plane, and its strength is being sapped at its very root by admixture with these degenerate stocks. If national degeneracy is to be averted the breeding of the degenerate must cease; if national progress is to take place we must go even further and do more to encourage the breeding of our best. It is this which is the object of Eugenics."—*Tredgold*.

SEVEN TO FOUR.

Another very serious fact is that, to quote the English figures, the average number of children in families whose children attend the ordinary public elementary schools is about four, whereas in the families whose children attend the Special Schools the average number of children is 7.3. How long will the four children be able to maintain the 7.3? What will the nation be like then?

FARM COLONIES.

One of the most firmly established facts about the care of the Feeble-Minded is that they can be placed to the greatest advantage in a Farm Colony. The Institution should be as far as possible self-contained—should grow its own food—do its own work—assist materially in building the necessary houses, even make its own pavements and weave the cloth for the inmates' clothes, and raise produce and make things for sale. So it achieves success and happiness.

This is done now at practically every progressive and modern Institution for the Feeble-Minded. It is done at Vineland, New Jersey, Sandlebridge and Starcross in England and Waverley in Massachusetts. It is the right way.

A FARM COLONY IN KENT.

A new farm colony has been opened this year in England.

The National Association for promoting the Welfare of the Feeble-Minded has opened a new farm colony at Hildenborough, Kent. Here defective children

of either sex (in most cases the offspring of defective parents) are rescued from the dangers of the street, the prison, or the workhouse, brought up in clean and healthy surroundings, and taught to labour with their hands. It has been found that though many of these children can neither read nor write, and indeed are totally incapable of acquiring the ordinary rudiments of education, they show a certain amount of aptitude for manual labour. At Hildenborough, therefore, they are given every chance of learning something that will enable them, if not to support themselves, at least to keep them from swelling the already overcrowded ranks of the unemployable. So far the experiment has been singularly successful. The Farm Colony, which was built to accommodate 50 boys and 50 girls, was opened by H.R.H. Princess Christian of Schleswig-Holstein on the afternoon of July 11th, 1911. Her Royal Highness was presented with purses containing subscriptions amounting to £400 towards the maintenance of the new establishment.

The farm land comprises 171 acres and on it will be placed eventually an industrial village community where agricultural and dairy work, poultry and bee-keeping, basket-work, carpentry, etc., etc., will be carried on. All the inhabitants, except the attendants needed for supervision and direction will be Feeble-Minded.

SANDLEBRIDGE.

In England a society which has solved the problem of the care and control of the Feeble-Minded and provided for no small number of them permanently in an Institution whose work is a benefit to the whole nation, is the Lancashire and Cheshire Society for the Permanent Care of the Feeble-Minded, founded in 1898, which began its Institution with fifteen little boys, at Sandlebridge, and has had under its care 284 children, many of whom are now grown up, and 232 of whom are still under its care. Miss Dendy, the founder and Hon. Secretary of the Society thus refers to its work.

LIFE-LONG CARE.

We made up our minds in Manchester to try what a life-long continuous system of care would do for these poor brethren of ours. We considered their condition very carefully before we began, and came to the conclusion that since weakness of will-power was the defect that was common to all Feeble-Minded persons, that since it is because of this defect that they are always in trouble, always suffering themselves and a cause of suffering in others, the only rational plan was to place them in such circumstances that all the influences to which they are subject are good, instead of leaving them in circumstances which ensure that all the influences about them are evil. It seemed to us that, since it is so easy to persuade the Feeble-Minded to anything, we might as well try to persuade him to enjoy life in an industrial colony where everything should be arranged for his happiness and well-being. We were quite determined that we should have no loafers in our colony; except a boy or girl was ill, he or she must be occupied every day and all day long. With such people, it is only by a continuance of wholesome occupation that bad habits can be avoided. We knew beforehand that it is very difficult to reclaim people who have become the victims of evil circumstances, and therefore, as it was only possible to care for a limited number, we determined to begin with children and grow our colonists up. It meant a long and patient waiting; but, from the beginning, we never let our children or ourselves lose sight of what was to be the ultimate reward of their labour and ours. It was to be that they should

stay on as workers where they had been trained as school children. That was held out to them until it became an ambition with them to be allowed to leave school and go to work. It is really surprising how well our theories have worked out; acting upon the supposition that the Feeble-Minded have no plans but such as are made for them, and that they are exceedingly susceptible to their surroundings, we have succeeded in building up a colony of 230 boys and girls and men and women, not one of whom would leave us of their own choice. Not many do leave us, as will be seen when it is remembered that all must come to us before the age of 13, and that we now have seventy over the age of 16, thirty of whom are between the ages of 18 and 23. Our school still goes on, of course, preparing our scholars for the after-care which we provide for them. With the utmost contentment they pass from the schoolroom to the farmer or the gardener, the plumber or the carpenter, to the sewing teacher or the laundry matron, all of whom patiently carry on the teaching which has been well begun. The result is that our colonists do a good deal towards their own support. Each year sees them more capable because each year adds to their little store of experience. It is very slow work; the inefficient muscles must be trained; the wandering eye learn to dwell upon its work; the slow, inert body must be strengthened and made more active. It can be done. Boys and girls now bring in a substantial sum towards their own maintenance. It is, however, to the other side of the picture that we must turn in order to realise the whole of what we are doing. Where would our children be if they were not with us? Almost all would be in the hands of the law, as paupers or criminals; not one could have a full and happy life. Almost all of those who have reached early manhood and womanhood would be parents, and we should be building special schools to accommodate their offspring.

STARCROSS.

Another excellent and successful school is the Training Institution for the Feeble-Minded at Starcross. Here we have the same pressure for admission, the same crying need for making the control of all the inmates permanent, and the same firm demand for legislation. As the Chairman of the Board says:—

“In view of this growing popular demand no Government can long refuse to take the necessary steps to deal with the subject, and it is therefore probable that something may soon be done to remedy the existing state of affairs, and to provide the accommodation so urgently needed.”

DERBYSHIRE.

Other Counties in England are considering doing the same thing. In Derbyshire, the School Medical Inspectors have made records of 135 mentally defective children in their schools. Dr. Barwise, the County Medical Officer, points out that every year over 50 of these children reach the limit of school age and go out into the world, and “It is impossible to gauge the harm they do.” A new asylum is about to be built in Derbyshire, and Dr. Barwise says that land should be acquired adjoining the proposed new asylum, and that two school colonies be established there. The boys should be taught gardening, farm work, basket work and simple woodwork. The girls laundry work, bread making, simple cooking, rug making and basket work. When properly trained, the majority of these children would become self-supporting *while they remained in an institution.* The

colonies could be under the medical supervision of the asylum superintendent and his assistants, and the cost of administration would be thereby reduced. Dr. Barwise very properly points out that apart from the immediate harm done by these children being at large, their segregation is needed with the object of preventing their increasing in numbers. This is evident from the fact that the average number of persons in a normal family at the last census in Derbyshire was 4.9, while in the homes from which the mental defectives come it was 6.6.

YORKSHIRE.

Yorkshire is moving in the same direction and raising the funds to establish a farm colony for the Feeble-Minded.

Subject to the consent of the Local Government Board, the Ecclesall Bierlow Guardians have voted 100 guineas to the Yorkshire Association for the Permanent Care of the Feeble-Minded towards the fund which is being raised for the establishment of a farm colony for the Feeble-Minded.

NEW HAMPSHIRE.

The same policy is being carried out all over the world. In New Hampshire, for example, this is the statement in the Annual Report of the School for the Feeble-Minded:

New Hampshire, to-day, in the constantly increasing numbers of Feeble-Minded, epileptics, and defectives is reaping the natural reward of years of neglect and indifference to the fact that these classes were allowed to live unrestrained in the community, ignorant and vicious, reproducing their kind with or without legal marriage bonds. If the State even at this late day will take hold of the matter and insist on the segregation of all Feeble-Minded persons under State supervision and care, society will be safe-guarded and the future will see a marked diminution in the numbers of Feeble-Minded. There will not be found then in this institution family groups of two, three and four children, all bearing the stigma of Feeble-Mindedness. During the past year five children from one family of nine, all of whom were below par, have been committed to this institution. The Trustees desire to call to the attention of the Legislature that if the State is to maintain these Feeble-Minded in the best and most economical way, it is essential that more land should be acquired for farming purposes.

LIVERPOOL.

Cities are doing the same thing. One of the earliest attempts to help the Feeble-Minded was that by the "Liverpool Ladies' Association." *The Liverpool Courier* says (August, 1911): The most pathetic figure in the world is that of the young girl of Feeble-Mind. She stands in mental darkness at the beginning of her life. She sees neither the joys nor the dangers of life. The road of happiness also, which all children hope to tread does not exist for her. There is, on the contrary, exceptional hazard in her life, and unless she is safeguarded she may unknowingly be plunged into the abyss—with grievous consequences for herself and for the nation.

For these reasons the sympathy of the people of this city should be most warmly extended to the latest development of the work of the Liverpool Ladies' Association for the Care and Training of Girls. This is the establishment of a

Horticultural School, at Knotty Ash, for Feeble-Minded girls. It is the first institution of the kind in England. A large residence, standing in quiet and pleasant grounds, has been acquired at a rental of £150 a year. Here it is intended to house, protect, and so far as possible educate forty Feeble-Minded girls.

BIRMINGHAM.

Birmingham did the same thing in 1908, when three Boards of Poor Law Guardians of Birmingham, Aston and King's Norton established the well-known and successful Monyhull colony.

IN ORDER TO SUCCEED.

It may be added that it is necessary for the success of a colony that it should be on a comparatively large scale and deal with a large number of inmates. This gives it the necessary flexibility and variety of organization on the one hand, and on the other, enables the management to take care of and make happy a large number of inmates, thus adding to the economy as well as the success of the management.

HE FINDS A PLACE.

The boy who can only pick stones can find a place here. And those who cannot even learn to talk may turn out to be very valuable workers as plough-boys, farm helpers, cleaners, etc., etc. They are often good boys to take care of animals. In the colony school the object in preparing the boys and girls for work in the colony should always be kept in view, and the large numbers permit of a classification and division of labour which is essential to the happiness and the good organization of the colony, making it a real home and as nearly like life in the outside world as may be.

TO DO WHAT THEY CAN DO.

The idea is to train the Feeble-Minded to do, not what they cannot do, but what they can do. Reading, writing, and arithmetic are what the Feeble-Minded cannot do. Therefore do not try to teach these things. To pick stones, to mind a machine, to polish, to clean, to mend, to care for animals, to set the table, to wash dishes, to wake the others, these are some of the things they can do. Teach them these. This girl has a splendid memory. Use it. There are many household tasks recurring weekly, daily, hourly, that need her memory. This boy can learn a plumber's work. He will always be needed in the colony.

DARENTH COLONY AND SCHOOLS.

This is one of the largest Institutions in Great Britain, its inmates numbering 2,000. Formerly it was regarded simply as an asylum. In 1904 an effort was made to reorganize it into an Industrial Colony and Training School. This, it may be easily understood, was no easy matter, but it has been done. There are now some 500 inmates in the training school and 1,166 in the Industrial Colony, all of whom do useful work such as needle work, repairs, housework, making brushes,

rugs, mattresses, bags, envelopes and labels, gardening, knitting, basket work, weaving, tailoring, dressmaking, upholstering, chair-caning, wood-chopping, tin-plate working, carpentering, shoemaking, bookbinding and printing.

READY FOR A TRADE.

In the schools every effort is made to prepare the children for learning useful trades, and when the child goes from the school to the colony his school record helps him to find the work he likes. Sometimes an inmate tries eight or nine different shops in the colony before he finds one where he likes the work and can do it.

LEGISLATION.

All reforms have much the same history. First somebody sees the need and sets out on the long road of informing and influencing public opinion on the subject.

Second, that public opinion is brought to bear upon the law-makers.

Third, the Reform becomes law, and is carried out. All three stages are often in progress simultaneously. In regard to the protection and care of the Feeble-Minded, the most advanced and patriotic citizens among us have long passed the first stage. The second stage has been in active progress in Ontario for ten years and more.

THE FIRST ACT IN CANADA.

The third stage began in Ontario when the Hon. Dr. Pyne, Minister of Education, introduced Bill No. 200, 3rd Session, 12th Legislature, I. George V., 1911. An Act respecting Special Classes.

First Reading, March 10, 1911.

Second Reading, March 13th, 1911.

Third Reading, March 20, 1911.

This Act gives power to the Board of Education, or Public School Trustees, or Separate School Trustees, in any city to cause a Register to be made of all children who are backward or abnormally slow in learning, or who from physical or mental causes require special training and education. It also prescribes for their admission to such classes, for the Medical Inspection and course of study, and for the apportionment of all sums of money appropriated as a special grant therefor.

Public opinion is undoubtedly in favor of this Act. *The Hamilton Spectator* (March 11, 1911), for example, refers to it as,

WISE AND NECESSARY.

Hon. Dr. Pyne has introduced a measure in the legislature which is of considerable importance to school boards throughout the province, dealing as it does with the cases of defective and backward children. It is generally admitted that our public school system does not adapt itself to the special needs of this particular class.

This new legislation should be generally welcomed. For some months now the Hamilton board of education has been conducting just such a class, and there

is need for the formation of another. Representations have been made to the Department by the Hamilton board along the lines suggested in Dr. Pyne's bill, and with its passage the way will be opened for a more general carrying on of this very necessary work, upon a basis that will divide responsibility fairly between the municipality and the state. There is no large centre lacking its full share of children of this type. That their needs are now to receive special consideration is additional evidence that the Whitney government is not slow to assume its responsibility when that responsibility is made clear to it.

WHO ARE THE FEEBLE-MINDED.

In some countries (vide seq.) a definition of Feeble-Minded persons, has been embodied in one or more statutes. This is a help in dealing with them and may soon render it advisable to define the powers of the Lieutenant-Governor in Council as to the detention of such persons, and their removal if necessary from Charitable Institutions and prisons to some other more suitable place of detention.

THE NATIONAL COUNCIL OF WOMEN.

The National Council of Women of Canada, the first public body to advocate the care of the Feeble-Minded, have adopted as part of their platform that:

(1) Immediate provision shall be made by the Provincial Government for the adequate segregation and care of the feeble-minded of the Province.

(2) Separate classes for Feeble-Minded children should be made compulsory in connection with public schools.

NEW HAMPSHIRE.

The State of New Hampshire has recently amended the *Act to provide for the Care and Education of Feeble-Minded Children*, as follows:

SECTION 1. The state shall establish and maintain a school for the care and education of the idiotic and feeble-minded, between three and twenty-one years of age, which shall be known as the New Hampshire School for the Feeble-Minded Children. All children supported by towns or counties in the state, who in the judgment of the selectmen of towns or county commissioners of the county or State Board of Charities are capable of being benefited by school instruction, shall be committed to this institution. Provision shall also be made for the detention, care and custody of feeble-minded girls, who are inmates of the school, after they reach the age of twenty-one, if in the judgment of the board of trustees their segregation seems to be for the best interests of the community.

MINNESOTA.

The following is an extract from the Statutes of Minnesota:

Be it enacted by the Legislature of the State of Minnesota.

SECTION 1. That section 1914 of the Revised Laws of 1905, be, and the same hereby is amended so as to read as follows:

1914. All feeble-minded persons, resident of the state, who, in the opinion of the superintendent of said school are of suitable age and capacity to receive instruction

in said school and whose defects prevent them from receiving proper training in the public schools, may be admitted, under such conditions and regulations as said board shall prescribe. The person legally responsible for the support of any person so admitted, shall pay annually to the superintendent of said institution a sum not exceeding forty dollars, to be fixed by the board, but if the person so liable be unable to pay such sum, of which inability the certificate of the Judge of Probate of the county from which said person is admitted, shall be prima facie evidence, it is hereby made a charge upon the county, and upon the presentation of a certificate to the superintendent of said institution certified to by the secretary of the board of control to the auditor of said county, that such indigent person is a regular and proper inmate of such institution, and of the sum so fixed by the board as a condition of admission, said auditor shall immediately remit to the superintendent of said institution the sum so fixed, and a like amount annually thereafter, so long as such person remains an inmate of said institution; said superintendent shall transmit the funds so received to the state treasurer to be credited to the proper funds of said institution as required by law in the case of other current receipts.

MASSACHUSETTS.

The State of Massachusetts has a similar enactment:

SECTION 12. If upon application in writing, a Judge of Probate finds that a person is a proper subject for said school for the feeble-minded, he may commit him thereto by an order of commitment directed to the trustees thereof, accompanied by the certificate of a physician who is a graduate of a legally organized medical college and who has practised three years in this Commonwealth, that such person is a proper subject for said institution.

SECTION 13. A person who intends to apply for the commitment of a feeble-minded person under the provisions of the preceding section shall first give notice in writing of such intention to the overseers of the poor of the city or town in which such feeble-minded person resides; but if such feeble-minded person resides in Boston, such notice shall be given to the institution's registrar instead of the overseers of the poor. Satisfactory evidence that such notice has been given shall be produced to the judge and shall accompany the order of commitment.

SECTION 17. The charges for the support of each inmate in the custodial department of said school shall be three dollars and twenty-five cents a week, and shall be paid quarterly. Such charges for those not having known settlements in the Commonwealth shall be paid by the Commonwealth, and may afterwards be recovered by the treasurer and receiver general of the Commonwealth of such inmates, if of sufficient ability, or of any person or kindred bound by law to maintain them, or of the place of their settlement, if subsequently ascertained: for those having known settlements in this Commonwealth, either by the persons bound to pay or by the municipality in which such inmates have their settlement, unless security to the satisfaction of the trustees is given for such support. If any person or municipality refuses or neglects to pay such charges, or such amounts as may be charged and due for the removal of any inmate whom the trustees are authorized by law to remove, the treasurer may recover the same to the use of the school as provided in section seventy-nine of chapter eighty-seven of the Revised Laws.

RHODE ISLAND.

Legislation of a more satisfactory character still has been passed by the State of Rhode Island :

An Act for the Establishment, Maintenance, Management and Control of the Rhode Island School for the Feeble-Minded.

SECTION 3. In said school shall be maintained a school department for the instruction and education of feeble-minded persons who are within school age, or who are in the judgment of said board capable of being benefited by school instruction; and a custodial department for the care and custody of feeble-minded persons beyond school age, or who are not capable of being benefited by school instruction.

Section 6 provides that where complaint is made that any person within the District is feeble-minded so as to require restraint for his own welfare, or for the welfare of the public, such person shall be brought before the district court for examination and if the court "shall adjudge such complaint to be true, it shall, unless some provision for the adequate restraint of such person satisfactory to said court shall be made, commit such person by warrant under its hand and seal to the Rhode Island School for the Feeble-Minded, there to be detained until in the judgment of such district court or in the judgment of the board of trustees of the Rhode Island School for the Feeble-Minded such person shall be no longer under the necessity of restraint."

A CENTURY AGO.

It was in 1808 that County Justices in England were first empowered to establish County Lunatic Asylums. It has taken a little more than a century to get similar legislation to secure the rights of the Feeble-Minded, and they are not yet secured. Still it is unthinkable that much more time will elapse before this is done.

ENGLISH DEPUTATIONS.

LANCASHIRE AND CHESHIRE.

The Government has received many deputations on the subject of which the following is a good example, both in the requests of the deputation which fairly represent public opinion on the subject, and in the reply of the Home Secretary, which indicates that Legislation is already prepared. The deputation urged that the promised legislation with regard to the care of the feeble-minded should provide: (1), power of compulsory committal or detention in certified residential schools or other training establishments, institutions, or colonies of feeble-minded children when necessary; (2), adequate Government grants for such residential schools and training institutions; (3), that the Education (Defective and Epileptic Children) Act, 1899, be made compulsory instead of permissive as at present; (4) the extension of the age up to which feeble-minded children can legally be detained on a further renewable certificate; (5), that it be rendered obligatory on county councils to provide suitable homes, institutions, or colonies for the reception of mental defectives after training.

THE HOME SECRETARY'S PROMISE.

Mr. McKenna said that the Bill which he was going to bring in required a good deal of pressure behind it before it could be passed through Parliament, and he was pleased to receive that deputation and to hear their views. Such a measure as was proposed could not be passed without provision for the money required. There would have to be provided a large number of homes in addition to those already in existence, and there were no means of increasing the number except by financial assistance from the State and local authorities. He hoped the local authorities would be willing to bear their share of the expense, as the treatment of the feeble-minded in national homes must lead to a reduction in the Poor rate. He would do his best to secure adequate money from the Exchequer, but he must rely upon the members of the deputation doing their best to secure adequate contributions from the local authorities also. He agreed that no doubt, ultimately, permanent segregation would prove to be the only remedy. They could now, at any rate, upon lines which they knew from experience to be satisfactory, ensure to these unhappy persons a certain amount of usefulness and happiness in comparison with the lives which they had to live at present. He assured the deputation of the sympathy of the Home Office with their wishes.

Mr. C. N. Nicholson, M.P., in thanking Mr. McKenna for receiving the deputation, said that there was no doubt that the local authorities would favourably receive the Home Secretary's remarks with regard to the sharing of the cost of the scheme which had been proposed to him. The deputation then withdrew.

THE COUNTY OF CHESTER.

The County Councils of England have largely expressed their views as to the urgent need for legislation. The County Palatine of Chester, for instance, has acted by passing the following resolutions, sending them under date of August 17th, 1911, to the Government, Members of Parliament, and all County Councils:

(a) That in view of the fact that three years have elapsed since the Report of the Royal Commission on the Care and Control of the Feeble-Minded was issued; that the evils attendant on the present system owing to the want of powers of control and segregation are if anything increasing; that race deterioration is consequently threatened, and vast expense incurred which might be avoided, this Council urges the Government to promptly undertake remedial legislation which is long overdue and should be no longer delayed.

(b) That copies of the foregoing Order be sent to all the County Councils, the Prime Minister, the President of the Local Government Board, and the Members of Parliament for the County.

WILTSHIRE.

Preparations of a practical character are also being made to deal with the matter by combining Local Authorities. "At the Devises Board of Guardians meeting last month there was a long discussion on a motion by the Mayor (Mr. R. H. Caird), who moved, That application be made to the Local Government Board to issue an order combining any or all unions situated within the administrative county of Wiltshire, and constituting a joint committee under the provision of Section 8 of the Poor Law Act, 1879, for the purpose of providing and maintaining an institution for the maintenance and treatment of persons chargeable to the poor rates who are certified under Section 24 or 25 of the Lunacy Act, 1890, or who are

epileptics or feeble-minded, but not certified as lunatics. There was some opposition on the ground of expense. Eventually the resolution was agreed to by a large majority."

LONDON.

The London County Council has dealt with the matter as follows, by reports from its Education Committee, Finance Committee and General Purposes Committee, and finally by unanimous resolution from the whole Council:

The Education Committee submitted proposals with regard to the report of the Royal Commission on the Care and Control of the Feeble-Minded in so far as it dealt with mentally defective children. Experience gained of the working of special schools for the mentally defective was convincing as to the undesirability of withdrawing such children from public control on their attaining the age of sixteen years. Legislation was urgently needed to enable the Council to make provision for children lacking in moral sense, especially elder girls, who were considered unfit for ordinary or special schools. If provision were made only for the latter, accommodation would be required immediately for at least thirty, and might have to be found eventually for 100. The cost for building would be about \$150 a child, and for maintenance 10s. a week, an average contribution of 1s. being obtained from parents. The Council had permissive powers to provide institutions for mentally defective children up to the age of 16, but it had no powers to send the children to, or retain them in, such institutions against the will of their parents. Until there was legislation to enable the Council to make provision for such children at least up to the age of 21 years the Committee could not recommend any steps in that direction. It was desirable to send a deputation to the Home Secretary offering to place at his disposal the experience gained by the Council in dealing with mentally defective children in its special schools, and urging that action should be taken, provided it was made quite clear that the Council adhered to the views stated in its resolutions of December 13th last that any further duties placed on the Council in this connection should be accompanied by an appropriate grant from the Imperial Exchequer.

On this report, the Finance Committee expressed considerable doubt whether the Education Committee had not underestimated the number of children for whom provision would have to be made, and strongly deprecated any proposal which would have the effect of placing upon the Council, as local education authority, any further responsibility in respect of feeble-minded children, or of placing upon the Council, in any capacity, such enhanced responsibilities, except under the conditions contemplated by the Council's resolutions of December 13th, 1910—namely, the substantial provision of Exchequer contributions. The General Purposes Committee, reporting concurrently, thought that legislation with regard to persons lacking in moral sense should not be restricted, as the Education Committee suggested, to those under 21 years of age, but should cover all such persons irrespective of age. The Committee submitted the following resolution, which the Council unanimously adopted:

"That it is desirable that legislation should be promoted on the whole question of the care and control of the feeble-minded, and particularly to confer on the Council authority to make provision for persons lacking in moral sense, in accordance with the recommendations of the Royal Commission; and that the Home Secretary be asked to receive a deputation on the subject."

THE DEPUTATION FROM LONDON.

This deputation duly appeared before the Home Secretary in November, 1911, and received a reply which is more encouraging than ever before. The substance of what the Rt. Hon. Mr. McKenna said is as follows:

Mr. McKenna stated that both he and the President of the Board of Education were deeply interested in the subject, and in securing a remedy very much on the lines asked for by the Council for the evils described by the deputation; that he had in draft an Inebriates Bill, and also the heads of a bill for dealing with the feeble-minded, both of which he trusted would become law in the next session of Parliament, and that in the last-named bill, which would be compulsory and not adoptive, provision would be made for the care after the age of 16 of feeble-minded children and for the care of imbeciles; and, further, the Home Office were in entire agreement with the Council's contention for the establishment of a central authority.

BOARDS OF GUARDIANS.

Boards of Guardians everywhere are feeling the pressure of the problem of the Feeble-Minded.

The Horsham Board of Guardians are circularizing the various unions in the country as to their views on the following resolution which they have passed, and which has been sent to the Home Secretary and the President of the Local Government Board: "The Board of Guardians of the Horsham Union are strongly of opinion that an appreciable amount of the suffering and pauperism of the present day can be traced to causes which have their origin in the absence of proper provision for the control, care and maintenance of the feeble-minded. They are agreed in thinking that all grades of mentally-defective persons, whether idiots, imbeciles, feeble-minded, epileptics, or confirmed inebriates, should be removed out of the Poor Law altogether, and that it should be possible to place them under the care of one central authority, which should be entrusted with large powers for the general supervision, protection, and control, and for the regulation of the provision made for the accommodation, maintenance and treatment of all persons so afflicted. They believe that by means of more extended powers of control, adequate provision for care and maintenance, together with uniformity of treatment throughout the country, much lasting good will result, and they would respectfully but earnestly urge the Government to undertake legislation without delay which will provide a suitable remedy for a state of affairs which all are agreed is deplorable, but which all alike are now powerless to avert."

HALIFAX.

One of the best statements of the case is that passed as a resolution by the Town Council of Halifax:

"In the belief that the absence of control of the adult feeble-minded is a contributory factor of great importance in relation to crime, to immorality and to the problem of unemployment, and believing furthermore that this lack of control, because of the greater fecundity of the feeble-minded, seriously reduces the mean average of the health, the intelligence, the morality and the physique of the race, this council earnestly begs his Majesty's Government to place in the hands of some

authority, subject to such safeguards as may be thought advisable. the permanent control of these unfortunates. That the above resolution be forwarded to the Prime Minister, the President of the Board of Education, President of the Local Government Board, Boards of Guardians and the Education Committees of all County Boroughs and County Councils in the country, accompanied by a wish for their support." This resolution is being adopted by public bodies all over the kingdom.

THE BILL IS PREPARED.

Mr. Winston Churchill, then Secretary of State for the Home Department, stated twice, during 1911, in the House of Commons, in answer to enquiries, that he proposed to introduce next session (1912) a Bill in regard to the Feeble-Minded, and that such a Bill was in preparation.

QUESTIONS IN THE HOUSE.

Mr. Houston, M.P., asked whether the Home Secretary was aware that a medical man had stated in a lecture at Liverpool that he knew of sixteen feeble-minded women who had become collectively the mothers of over one hundred illegitimate children, and whether with the object of preventing degeneracy from the propagation of imbecile weakly and diseased children he would introduce legislation to segregate imbecile males and females and those suffering from incurable transmittable and hereditary diseases.—Mr Churchill answered that he had no knowledge of the lecture referred to; but the considerations mentioned in the question had frequently been brought before him, and he was deeply impressed with their importance. The scope of the Bill in preparation would not extend beyond mental deficiency and possibly epilepsy.

Within this month (December, 1911) the Government has repeated its promise of legislation.

CARE OF THE FEEBLE-MINDED.

The Home Secretary, in reply to a question by Mr. Morton, said that he intended next session to introduce legislation dealing with the care of the feeble-minded.



Two Feeble-Minded Girls at Vineland.



Two Feeble-Minded Girls at a Charitable Institution in Ontario.
By our present law they must be plac'd out. Will you help to protect them?

FEEBLE-MINDED GIRLS IN ONTARIO.

Once discharged from that Institution, these two Feeble-Minded Ontario girls are in great danger. This Department hears every day of just such girls and their fall. Forethought, business sense, economy, sound financial principles, decency, patriotism, kindness, Christianity, all urge us to protect them from wrong.

The wrong is not against them alone. It is also a wrong against our country and our children, who have to bear the unbearable burden of their children. It is a crime against Canada.

The exceeding bitter cry of the wronged Feeble-Minded woman is a silent cry.

She does not know how great the sin against her is. We do.

She cannot protect herself against her great wrongs. We can.

And if we do it not, at our hands will God require it.

SUMMARY.

(1) There are not less than 2,000 Idiots, Imbeciles and Feeble-Minded persons in Ontario, and probably there are 4,000. The Orillia Institution can take care of about 800. The rest was ignored.

(2) The Feeble-Minded cost us a great deal of money because we ignore them and have not considered their case.

(3) We can save at least half this money.

(4) The Feeble-Minded are increasing with alarming rapidity, and more rapidly than normal people.

(5) A Register of Feeble-Minded persons, especially of Feeble-Minded children, is needed in Ontario and should be prepared forthwith.

(6) Legislation enabling the Province to protect, care for and control the Feeble-Minded is needed.

(7) Institution care is the only way to deal with the Feeble-Minded. Farm Colonies with Industrial and Agricultural Training and Employment are most successful. The cost of these should be partly borne by the municipalities.

I have the honour to be,

Sr.,

Your obedient Servant,

HELEN MACMURCHY.

RC

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Feeble-minded in Ontario

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GERSTEIN

